# How to Build Effective Community Partnerships to Prevent Teen Substance Abuse

## Implementing **PACT360** in Your Community

COPS
Community Oriented Policing Services
U.S. Department of Justice

Partnership™ for Drug-Free Kids

# How to Build Effective Community Partnerships to Prevent Teen Substance Abuse

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# About This Manual

This manual has been designed to help law enforcement and other community stakeholders develop and sustain partnerships with organizations in their community to prevent substance abuse among young people. This manual will help you

- understand the importance and benefits of collaboration;
- identify potential partners and create relationships with them;
- learn to work as a team;
- harness the expertise of each agency and person on the team.

# Section 1. Why is Collaboration Important to Your Community?

The mission of Partnership for Drug-Free Kids is to reduce teen substance abuse and help families impacted by addiction, and a top organizational priority is to deliver resources and tools to parents to educate them on teen substance abuse issues and motivate them to take action to address these issues.

Nationally, this mission is accomplished through the Partnership's considerable array of web resources, online communities, public service advertising, and programming. At the local level, the Partnership's community efforts lead this charge through program development, recruitment of local partners, in-person training of coordinators and presenters, and ongoing support via online resources and technical assistance.

The lead program of the Partnership's local effort is PACT360 – Police and Communities Together. The goal of this program is to provide key community stakeholders—local law enforcement, prevention, treatment, health care, education officials, and other professionals—with the resources and training needed to implement a variety of prevention education programs that will help parents and teens learn about adolescent drug and alcohol abuse and equip them to be more effective in dealing with these issues.

We have created this manual to share some of the insights we have gained by working with local communities across the country. It is our hope that you will use this information to bring your community together to implement PACT360, and that the skills and experience you gain through collaboration will serve you well in any other project you undertake to make your community a better place to live.

## *The problem*

Teen drug and alcohol use remains a significant public health and safety issue for virtually all communities in the United States and an ongoing concern for parents and caregivers of pre-teens, teens, and young adults. Research shows that people who begin using drugs or alcohol as teenagers are more likely to become addicted later in life than someone who begins using after their teenage years. Various studies, including the Partnership Attitude Tracking Study (PATS),[1] have also demonstrated that the prevalence and trends of specific drugs change over time. It is of vital importance that you stay informed on the latest drug and alcohol trends affecting adolescents.

According to 2011 data from the University of Michigan's *Monitoring the Future* study, marijuana, prescription medications, and over-the-counter medicines were the most commonly abused drugs by high school seniors that year. One in 10 high school seniors (11 percent) also reported using synthetic marijuana (K2/Spice) in the 12 months prior to the study. Ecstasy use is rebounding among teens in various grades after several years of decline. In 2010, there was a significant increase in heroin use (with a needle) among teens, which held steady into 2011. These are only a few of the substances that many teens are exposed to on a daily basis.

It is possible that the substance use issues in your community are different from what the national trend data show. The key is to identify, through a collaborative community dialogue, what the most critical issues facing your community are and to focus your prevention efforts where they will have the most leverage.

1. Partnership for Drug-Free Kids, *Partnership Attitude Tracking Study* (New York: The Partnership at DrugFree.org, 2014), http://www.drugfree.org/newsroom/pats-2013-full-report-key-findings.

## *Collaboration gap*

It is extremely important to have a healthy, ongoing collaborative relationship with community partners in order to deal with issues facing your community. Lack of such positive relationships is a problem for many.

In six years of providing substance abuse prevention training to local law enforcement and other community stakeholders through PACT360, it was found that in many communities there has not been a satisfactory working relationship or communications connection between law enforcement and prevention and treatment providers, and there has been little or no collaboration between these stakeholders in dealing with the community's substance abuse issues. In fact, in some communities, there was no relationship at all. A review of the literature, including publications of the U.S. Department of Justice, Office Community Oriented Policing Services (COPS Office), confirms this observation.

Despite the demonstrated effectiveness of collaborative partnerships between law enforcement and community constituents,[2] some law enforcement personnel resist the transition to community policing. As one survey of community policing programs observes, "To this day, the term 'community policing' in some departments is still problematic; because community policing includes elements that go beyond enforcing the law, some officers consider it soft or not real policing."[3] Despite nationwide adoption of community policing, police-social service partnerships are not routine.[4]

## *Value of community collaboration/PACT360*

Apart from these findings, there is evidence that building community partnerships to address substance abuse has value. Peaslee notes that police initiatives focusing on prevention and intervention for youth give community members the message that the police care about what happens to youth and their communities.[5] Peaslee goes on to demonstrate how a partnership between police and social service organizations can enhance social service delivery by bridging the gap between their communities and other government / social service agencies.

**Collaboration is at the heart of PACT360. The "360" represents an unbroken circle connecting law enforcement, prevention and treatment professionals, as well as the unique 360-degree view that only collaboration between these professions can provide.**

In the experience of Partnership for Drug-Free Kids through the PACT360 program, post-implementation interviews reveal that the required collaboration is seen as a key strength of the program by all four of the participating disciplines—law enforcement, prevention, treatment, and education professionals.

Following training and implementation, each category of participants expressed a better understanding of each other's issues and approach to dealing with substance abuse, and a better appreciation of the value of their roles.

2. COPS Office, *Community Policing Defined* (Washington, DC: Office of Community Oriented Policing Services, 2014), http://ric-zai-inc.com/ric.php?page=detail&id=COPS-P157.
3. D. Diamond and D.M. Weiss, *Community Policing: Looking to Tomorrow* (Washington, DC: Office of Community Oriented Policing Services, 2009), http://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0520.
4. L. Peaslee, "Community Policing and Social Service Partnerships: Lessons from New England," *Police Practice and Research* 10, no. 2 (2009): 115–131.
5. Ibid.

"Honestly, going in we thought we could do it better. But then we realized that our training curriculum was designed for law enforcement officers only. PACT360 combines law enforcement, treatment and prevention professionals, and has aided our Department in forming partnerships within the community we serve—and with our own government."

*– Sgt. Jim Cox, PACT360 Program Coordinator, Fairfax County (Virginia) Police Department*

## *Summary*

- Teen substance abuse is a significant health, social, and criminal justice issue in virtually every community in the United States.
- PACT360 provides communities with a successful, research-based educational tool to address the issue through direct prevention programming to teens and parents.
- Collaboration among the primary community stakeholders, law enforcement, prevention, treatment, and education professionals is the key to the successful utilization of PACT360.
- The community stakeholder collaboration and program delivery skills gained in implementing PACT360 are replicable in addressing other community problems.

# Section 2. What is Collaboration?

Collaboration, in this instance, essentially boils down to one thing: Different people working together toward the common goal of preventing and reducing substance use among kids.

**Collaboration is more than people from different organizations sitting at the same table. Collaboration happens when those people come together towards a common goal. There are many communities where the leaders of organizations attend coalition meetings. PACT360 provided the "rank and file" employees the opportunity to really work together.**

It is an opportunity to form a relationship in which all the team members contribute their expertise and strengths to achieve something larger and more meaningful than they could otherwise do individually. Building community partnerships will allow you to address the problem in depth from multiple directions.

# Section 3. The Need for Collaboration

In 2011, Partnership for Drug-Free Kids surveyed more than 1,000 professionals working in law enforcement, prevention, treatment, and education. Our goal in conducting this survey was to understand how various groups feel about their effectiveness in preventing substance use and their attitudes toward and experiences with collaborative efforts around the issue of teen drug and alcohol use.

Across the board, we found consistent goals of wanting to help prevent and reduce substance use among young people. All groups believed that substance abuse prevention messages aimed directly at kids are the best prevention strategy, followed closely by targeting parents as the second most helpful. Most felt a collaborative approach to addressing the issue would be the most effective, but many felt this kind of collaboration was missing in their communities.

## *Effectiveness*

More than half (55 percent) of respondents said they did not feel confident they could deliver effective substance abuse prevention programs to parents and teens. This is especially true for law enforcement (66 percent) and educators (67 percent), who are the least likely to have substance abuse training. But most (88 percent) said that if they were properly trained, they would want to deliver such programs.

## *Existing relationships*

About three-quarters of those surveyed (76 percent) said they do have formal partnerships with other organizations in their community. *Yet only 40 percent have ever co-presented substance abuse prevention programs with another group or agency.*

## *Attitudes toward collaboration*

Most respondents (73 percent) felt they have support from organizations within their community for new programs and initiatives aimed at solving problems. *But a sizable number also said they do not get cooperation from other organizations* (27 percent) or members of the community (33 percent). Educators (29 percent) feel the lack of backing for new programs most within the community.

Despite that reality, however, almost everyone (97 percent) agrees that substance abuse programs are a good way to help lower drug use among teens. And further, 98 percent said that a "team approach" to delivering substance abuse prevention programs would have the biggest impact on reducing teen use.

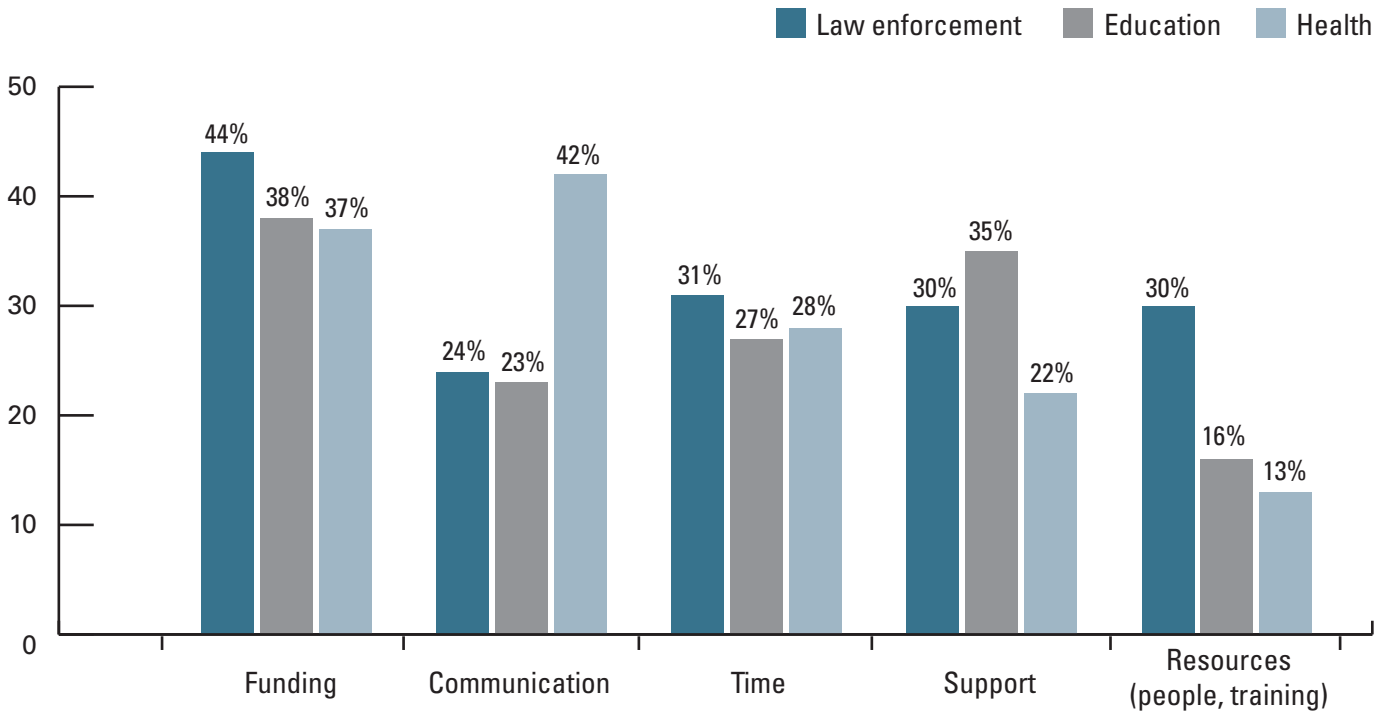
**Collaboration always looks good on paper. Unfortunately, in practice, too often people find reasons not to work together. PACT360 required people to work together. At the start of PACT360 trainings, different professions were literally on different sides of the room. By the end of the day, they were sitting side by side.**

## *Barriers to collaboration*

It was found that all groups surveyed want to work together, but for various reasons have not been able to do so effectively. Five factors kept cropping up as barriers to past collaborative efforts. *(See figure 1.)*

> **"I worked as a substance abuse prevention counselor** for five years before becoming a probation officer. This insight has given me the training and understanding to see what the probationer is going through. Understanding the mindset of someone who is just beginning to experiment with substances will help officers develop a comprehensive prevention program. Working with parents, teachers, and substance abuse professionals to identify at-risk youth early on is the key to a successful program."
>
> *– law enforcement professional*

**Figure 1. Five barriers to collaborative efforts**




Source: Partnership for Drug-Free Kids, "COPS Needs Assessment Results," presentation of survey findings, February 2012 (see appendix C on page 29).

| | Total (n=647) | Law Enf. (n=191) | Education (n=164) | Health (n=292) |
|---|---|---|---|---|
| Funding | 39% | 44% | 38% | 37% |
| Communication / competition / leadership | 32% | 24% | 23% | 42% |
| Time | 29% | 31% | 27% | 28% |
| Support of issue / trust / approval from authorities | 28% | 30% | 35% | 22% |
| Resources (manpower, training, information) | 19% | 30% | 16% | 13% |

Several of the barriers shown in figure 1 will be addressed in detail in following sections. For a more comprehensive discussion of the survey, please see appendix C on page 29.

**"I believe time, funding, and egos are barriers.** I feel there could be a great deal more communication between law enforcement agencies (like Department of Corrections and police) to better use our resources. I also believe there is a divide between law enforcement (seen as the 'bad guys') and substance abuse prevention programs (seen as the 'good guys'). I think there needs to be more of a middle ground on both ends."

*–law enforcement official*

## *The benefits of collaboration*

From the survey, we know that most people are on the same page in terms of overall prevention goals, and most agree that a team approach would be most effective. Those surveyed also know that each agency has different abilities and resources to bring to the table, but past efforts have not yielded the desired results. We believe it is possible to bridge that gap and get groups working together in a productive, meaningful way. And that is precisely why we have designed this manual.

By collaborating with other agencies and organizations on substance abuse, you will reap some or all of the following benefits:

- Accomplish what you cannot do on your own for the betterment of the community
- Gain public recognition and respect for your other ongoing projects
- Meet other community members
- Learn new skills
- Create awareness of a serious local issue
- Reach populations that you have not had an opportunity to reach
- Prevent duplication of individual or organizational efforts
- Create more opportunities for new projects / programs

# Section 4. Identifying and Creating Relationships

## *Who are potential collaboration partners?*

As you begin the process of identifying potential partners to work with you on teen substance abuse, you need to consider the scope of the problem within your community and the geographic area in which you work. Will you focus on prescription medicine abuse among teens? Will you focus your outreach on youth in a particular neighborhood or individual school, or broaden it to an entire school district or one town or even an entire county? These questions are vital, because the way in which you define community will help determine how wide of a net to cast for partners.

**When it comes to substance abuse, a better question might be "who *shouldn't* be involved?" Substance abuse impacts all parts of society and all parts of a community. Moreover, the actions that a community takes to address substance abuse yield positive outcomes across a community.**

This is a great opportunity to explore the key stakeholders in your community. Consider who is affected by substance abuse, who can help, who has knowledge or skills related to alcohol and drug use, and who would bring a diverse viewpoint to the relationship. As you draw up an initial list of possible partners, consider the potential contributions each person or group can offer to the effort. In addition to time and energy, don't overlook contributions of resources such as space, supplies, or equipment. (See worksheet #1 in appendix B on page 25.)

Potential partners could include any of the following:

- Other law enforcement agencies (state, federal)
- Substance abuse professionals (treatment and prevention)
- School administrators and other school personnel
- Elected officials
- Youth organizations
- Community-based organizations
- Probation/parole/pretrial services
- Churches and other faith-based organizations
- Social service organizations
- Healthcare professionals
- Parents
- Kids themselves (all too often, adults tend to overlook teens as potential participants or sources of information)

## *Selecting partners*

After you have drawn up an initial list of potential allies, do some research to determine the essential partners. Too large a group can make the effort unwieldy; too small and you miss an opportunity to create a comprehensive program on substance abuse.

To do this, look at your list of potential partners and consider the following:

- Who are the thought leaders in your community on teens and substance use?
- Which agencies are proactive about implementing programs?
- Do you already have existing relationships that can help you meet these goals?

If the answers to the above don't help much, think about these questions:

- Which agencies / organizations address substance abuse?
- Who has programs in place or has implemented them in the past?
- Based on past experience, who could actually make a program happen?
- Who would benefit most from a reduction in youth substance abuse?

The goal is to work with people who are committed to substance abuse prevention. Also, if you are reaching out to an organization for the first time, you will need to find out who would most likely be the decision maker. Support from leadership proves critical to being able to commit organizational resources to the effort.

Make personal, one-on-one contact to introduce the idea and invite them to participate in the first planning meeting. Ask your invitees to review your stakeholder list and recommend others who might have been overlooked. This will build goodwill and also provide checks to your work.

## *Setting and managing expectations*

One of the first steps when signing on with potential partners is to ensure that everyone understands what is expected of them. These initial roles and goals will likely evolve over time, and that is also to be expected.

As you invite potential partners to the table, try to envision what their expectations might be for the joint effort. Discuss everyone's expectations to be sure you are all on the same page.

Some things each party should consider include the following:

- How large or small of a role do you want in this process?
- How do you envision your contribution?
- How can you integrate your contribution into this effort?

An equally important item is to learn what your potential collaborators envision as a means to meet the goals. People on your list of potential stakeholders come from different backgrounds and can bring unique perspectives to a partnership. You might be surprised at the resources and ideas that people are willing to provide (e.g., space, staff, contacts, or equipment) to help foster collaborations.

If you discuss the expectations and contributions up front, not only will everyone be starting from the same point but you will also be able to avoid misunderstandings and missing pieces in your action plan.

# Section 5. How to Work as a Team: Getting Started

There are many pieces involved in creating successful partnerships. Before you even begin your collaborative initiative, take stock of your community's needs. The following list might help you identify your community problems and determine needs and ways to move forward to achieve your goals.

- Are there any barriers to you delivering programs?
- How can these barriers and limitations be addressed?
- What works in your community? What has not worked in the past?
- What resources and collaborations do you currently have in your community that can help you deliver effective substance abuse prevention programs?
- What are your current affiliations in the community where you can implement the program?
- Why would your community benefit from this collaboration or these programs?

## *Set up a planning meeting*

Once you have identified your collaborators and have a preliminary agreement with them, set an initial planning meeting to introduce all the team members and discuss your objectives. This could be done either in person or as a conference call, depending on the distance and resources available. (See worksheet #2 in appendix B on page 25.)

This initial meeting should cover such topics as

- who will take notes;
- the expertise and goal of each person involved;
- the general vision statement for the initiative;
- overall scope of the collaboration (i.e., will this be an ongoing partnership or a one-time prevention event?);
- logistics (how long are the meetings, when, how many, and ground rules).

**At Each Meeting**

- Review goals
- Review progress since last meeting
- Address any barriers and create an action plan for them

Good communication and respect support the base of successful partnerships. Introduce everyone and make everyone feel welcome. One way to begin building trusting relationships is to keep everyone informed. The designated record keeper should be sure to distribute notes from this initial session within a few days. Give everyone the opportunity to modify and accept what was recorded. This will set up the future agenda of the more detailed planning meeting(s), as well as make everyone feel part of the process.

## *What do you want to achieve?*

You and your organization may have a particular vision of what you want to achieve. Some of your partners may see things differently, however. Hopefully, when you made your initial contact with potential partners, you discussed your intentions. The scope of the project may already be taking shape from the various conversations you will have already had by this point. It is therefore important to define some shared goals. When each partner shares their purpose for participation, their plans, and what they need in order to achieve their goals, an action plan can be developed.

For example, are you thinking of a general substance abuse prevention program aimed at middle school kids? Or are you seeking specifically to curb prescription drug abuse? Clarifying the overall vision of the partnership will help you develop the process by which you can achieve that goal.

The initial planning session with your partners is the time to work through any differences about the larger mission for the collaboration. Invite people to contribute their ideas, and be willing to share your own ideas. A vision that incorporates all the partners' expectations will set a strong foundation for effective teamwork needed to reach that goal.

### The Importance for an Overall Vision

Why bother with a grand vision?

- It lets your collaborators know what they are signing up for.
- It makes you focus on the task at hand rather than getting caught up in the minutia.
- It facilitates the discussion in a productive way.

## *Roles and responsibilities*

It will take many people in a variety of roles to achieve your mission. Successful teamwork often stems from shared leadership. The initial planning session is a good time to decide who on the team should play what role.

**PACT360 provided people who have different skills and talents with the opportunity to participate in the program. Those who were uncomfortable presenting could help coordinate presentations or promote the program.**

It may be clear by now who is the overall organizer, whether it is one group or several. Some of the roles might be lead organizer, meeting facilitator, project champion, committee chair, or committee member. Developing clear expectations of each role and its responsibilities will not only help team members decide whether and how to participate, but will increase the probability of success.

## *Communication*

No successful alliance can succeed without open communication and trust among partners.

The *Collaboration Toolkit*,[6] a handbook designed to help law enforcement develop effective partnerships around community oriented policing, identifies several strategies to establish and maintain open communication:

- **Avoid jargon and acronyms**. By using technical terms, you assume everyone is familiar with them, which is not always the case. You can alienate some team members just by the words you choose. Explain certain phrases or terms in a non-condescending way for the whole group.
- **Create a norm that encourages communication**. Establish and stick to regularly scheduled meetings or calls among partners. Also encourage more informal, ongoing communication via e-mail, social network sites or online discussion groups. Partners should know their opinions count, and that they can speak freely without repercussion. Remember that everyone signed onto the same broad goal.
- **Practice sound communication skills**. Listening and showing respect for what someone else has to say is important. Avoid prejudging. Don't interrupt. Confirm your understanding by asking clarifying questions.
- **Be trustworthy**. Don't promise more than you can deliver. Act in a way that earns trust. This means don't ignore brewing conflicts, and apologize when appropriate.

6. T.A. Rinehard, A.T. Laszlo, and G.O. Briscoe, *Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships* (Washington, DC: Office of Community Oriented Policing Services, 2005), http://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0686.

# Section 6. How to Work as a Team: The Nuts and Bolts of Planning

Once all the partners are on board and an overall vision is agreed upon, the actual planning phase of your initiative can begin. At your next meeting, make sure you cover the following:

- *New introductions, review previous meeting* – There may be new faces on the team at this point, so be sure everyone knows everyone else. Understanding why people are interested in substance abuse prevention will help set expectations for the project and also highlight the types of expertise in the group. This can be followed by a review of the minutes of the last meeting, which will help set the tone for the current meeting.
- *Review ground rules* – The reason for doing this is essentially to set expectations that can help you and your partners work together in an effective way. Briefly discuss norms for communication (no talking out of turn, respecting each other, etc.). Ground rules will help encourage team members to ask questions, offer opinions, and listen to other ideas. This is also the time to determine who will take notes, how long meetings will last, and how disagreements will be handled.
- *Refining your goals* – Make sure everyone agrees with the overarching goal for the collaboration. Don't forget to be clear about your target population and the needs of your community.

**Brainstorming 101**

- Identify the problem
- Appoint a facilitator and note taker
- Listen more than talk

- *Brainstorming ideas and themes* – You are collaborating because you want broad and deep layers of expertise working together to create the best program. You may have a very specific goal, or it may be quite broad. Regardless of how far your team has advanced in this process, brainstorming is an important technique to sort through the various attitudes toward intervention. Effective brainstorming is an open-ended process, in which participants feel comfortable speaking their mind, and where ideas lead to lively discussions about the benefits and barriers to implementation.[7]

## *What are you actually doing?*

Your goal at this first big planning meeting is to develop the general outline of what you want to do. This is essentially a to-do list, broken up into chronological steps of what needs to happen by when (and by whom). This could be done using a simple Excel spreadsheet, or consult worksheet #3 in appendix B for a template.

7. Leisa Reichelt, "Collaboration Techniques that Really Work," workshop presented at Web2.0 Expo Berlin, October 21, 2008, http://www.slideshare.net/leisa/collaboration-techniques-that-really-work-presentation.

## *Who is doing what?*

Once you have established what you want to do, it's time to figure out who will do what to achieve the project goals. This can sometimes be tricky, so try to be objective in terms of both expertise and impact. More than one organization may have the ability to take on certain roles, and that is where impact comes in. By this point you will know each collaborator at the table. Although law enforcement can deliver the local drug arrest report and treatment providers can report on treatment admissions, it might make sense for individuals from each group to run actual portions of the PACT360 or another prevention program together. Consider the time requirements of a particular task, as well as the resources available to carry out a specific function.

It's also important to provide opportunities for meaningful participation. People feel motivated when they are needed and given a chance to make a real difference.

## *Create an action plan*

From all these discussions, develop an action plan to guide the team. Refer to the action plan on a regular basis to remember your vision and goals, to check progress against the timeline, to hold partners accountable to tasks, to make sure necessary resources are available, and to plan future meetings or activities. Using the action plan will strengthen the collaboration. The partnership will lack focus without one.

**The communities that were the most successful at implementing PACT360 were those that had a clear plan and coordinators who were committed to making it a reality. Successful coordinators also ensured that participants understood what was expected of them, and followed up to ensure that commitments were fulfilled.**

A complete action plan[8] should contain

- **a cover page** with the name of the collaboration, all the partners, and a deadline for completing the project;
- **the vision statement** developed by the partners;
- **goals** for the partnership, with measurable outcomes;
- **strategies** the team will use to meet the project goals;
- **a responsibility chart listing** who (individual or group) will do what, and by what deadline;
- **a description of resource allocation**, noting what is necessary (people, time, or funds) to complete each task;
- **an assessment plan** to evaluate both the process and the outcome of the strategies, addressing such questions as, "Are we doing what we said we would do?"

Make sure all team members have a copy of the action plan for review, comment, and revision. Once your action plan has been finalized, check back periodically to make sure you are on track, meeting your goals, and addressing any issues that might arise. This should be a working document—one that might evolve as the planning progresses.

8. Rinehard et al., *Collaboration Toolkit* (see note 6).

# Section 7. Funding Issues

Allocation of funds and resources can sometimes derail even the best of working relationships. Tackling these issues from the outset of your collaboration can prevent headaches and power struggles down the road.

The following eight steps can help you sort through the funding questions:

1. Determine your funding needs. Decide how much money you need to launch the PACT360 or other prevention program.

2. Assess your current funding sources. It is very important to review the short- and long-term funding sources of all the partners. This will provide a clear picture of the types of programs and initiatives currently being funded. It will also highlight any duplication within the team.

3. Each collaborator should make a list of their funding sources, the types of programs being funded, and their contacts. Be sure to note whether those sources might be receptive to funding additional substance abuse prevention projects.

4. Common funding sources available to local organizations include, but are not limited to, non-profit foundations; local, state and federal grants, corporate giving—foundations, sponsorships, in-kind donations; individual donations; and The Grantsmanship Center (www.tgci.com/funding.shtml), which is a listing of top funding sources by state.

5. Try to identify other funding sources. Consider drafting a list of new funding sources, such as individuals, corporations, or foundations that might be interested in youth or substance abuse issues. This can be a great brainstorming activity among all the partners.

**If a PACT360 program is not directly supported through public sector or foundation support, communities can seek support from local businesses. Cause marketing—connecting businesses with causes important to their stakeholders—generated more than $1.78 billion in 2013. However, good judgment is key. Organizers promoting good health should avoid companies that generate most of their revenue from addictive substances and behaviors.**

6. There are other resources to consider here, too. Don't overlook the value of seeking in-kind contributions to help you meet your program's needs. In-kind contributions could come in the form of space, supplies, food, copying, or postage, for example. By tapping into these sources, you could save valuable dollars that can be spent elsewhere in the initiative.

7. Collaborate with others, rather than compete. As you review your list of potential funders, make sure your proposed initiative does not conflict with partner programs already being funded. If you do find overlap between existing programs and your proposed collaboration, inquire whether the new effort could be folded into the existing one. There might be an opportunity to enhance programs or initiatives that are already in place.

8. Each team member should verify there are no conflicts of interest with any of the proposed funding sources. Jeopardizing the funding of any of your collaborators does not help the relationship-building process.

   Establish who will seek the funding you need. Identifying your funding sources, both new and old, can be a group effort. So too can the process of crafting proposals or requests. But only one person should reach out to each funding source. Having several people reaching out to the same source can create a lot of confusion and could present an image of disorganization or lack of collaboration.

Funders will also appreciate having only one person to keep track of, should they come back with questions or need more information. The team's contact can then gather the necessary information and report back without any confusion. It can also help the process move along quicker, especially if you are facing any deadlines.

The person seeking the funding would ideally have some experience in the area of fundraising or development. If there is no such person in your group, however, identify the person who feels most comfortable asking for money.

# Section 8. Final Evaluation Results and Implications

Following pilot market implementation of PACT360 in the three pilot communities, a program evaluation report was issued that provided feedback from three assessment tools:

1. Presenter training evaluation – Responses from presenter trainees providing their feedback on the quality and effectiveness of the experience immediately following the training

2. Baseline assessment – Trainees were asked to complete a survey prior to the training event to provide a baseline measure of their perceived barriers within their agencies, between agencies and within their communities to conducting substance abuse prevention programs, their confidence in delivering these programs and the supportiveness of their agencies of their efforts.

3. Final assessment – This survey was circulated at the end of the implementation period to measure any changes in response levels from the baseline survey with a focus on identifying which organizations in the community were the best collaborators, what were the most helpful resources in delivering the program and identifying the biggest barriers to success and ways to work around them.

The full final assessment report can be found in appendix C on page 29. Highlights from this report follow.

## *Summary of key findings*

- Based on the presenter training evaluation, responses to the experience were quite positive. The training content and the quality of presenters were highly rated. Those trained experienced a good level of comfort in their ability to deliver Parents360 and wreckED presentations. And while not everyone indicated the collaboration manual contained information that was new to them, it was still perceived to be helpful.

- Learning from the baseline assessment revealed a positive expectation on the part of the presenter trainees that their respective agencies would be supportive of their individual efforts to deliver substance abuse prevention programs in their communities. But there was general concern that time constraints, other agency priorities and funding might become significant issues.

  While most believed that a collaborative team approach is the best way to attack substance abuse, there were concerns about potential interagency communication and cooperation issues. Somewhat mitigating this concern was the general belief that members of the community would welcome and be receptive to prevention efforts.

- The findings from the final assessment wave indicated some positive outcomes as well as some ongoing challenges that some found ways to overcome while others did not. The most significant result was that, while most worked with other organizations and agencies on these programs, a third of them began working with *new* partners as a result of the PACT360 experience. Most frequently mentioned as collaborative partners were law enforcement agencies and schools, the latter primarily because of the accessibility to participants—students as a captive audience.|

  The biggest challenge cited was getting parents to attend, particularly if a PACT360 presentation was being staged as a standalone event. As a corollary, the most valuable resource identified was any that could provide access to parents in pre-gathered groups—membership organizations with regular meetings that would accept outside presentations as guest speakers.

## *Strategies and tactics for success*

The final assessment results provided key insights on ways to overcome barriers and achieve success in implementing PACT360 in local communities using the collaborative partner approach.

- **Find the best partners.** As mentioned earlier, most frequently mentioned local organizations identified as the best collaborative partners were educational institutions and law enforcement agencies. Also mentioned were local task forces and coalitions, neighborhood groups, prevention and treatment providers, healthcare organizations and religious institutions. Some verbatim comments from respondents follow:

*"Schools, they have always been willing collaborators and provide us with the ability to reach large numbers of the city's youth as well as the adults that teach them."*

*"Both Law Enforcement and Medical Community bring information specific to our community to the presentations and provide the expertise parents appreciate when asking questions or addressing concerns."*

*"Local coalitions getting SAMSHA funding. They look at research-based prevention programs and have a long-range strategy. These groups also already have connections with community prevention."*

*"Many of the neighborhood groups bring real life situations to address. This helps law enforcement deal with the problems in our community."*

- **Focus on effective ways of overcoming obstacles.** The most significant challenge to successful implementation is the difficulty of getting access to adult audience members. (Accessing youth is much less of a problem and wreckED is very popular among SROs who have considerable leeway in the program content schools permit them to bring in, and there is a considerable absence of good youth prevention programs.)

  Lack of funding and time constraints were identified although no new solutions to these problems emerged from the implementation experience. Lack of public awareness of and sensitivity to the issue was also cited as a considerable challenge.

  Some specific suggestions for working around barriers were the following:

*"Better promotion of the program, through parent/teacher organizations or even local media."*

*"Continue to encourage those audience members to spread the word about the presentations so more people are not only aware of the problem but will want to receive the presentation."*

*"Develop relationships with school administration and teachers."*

*"Keep speaking with them until they make time for you and realize the problem is everywhere."*

*"We have experienced better attendance when we were able to provide incentives (e.g. food; childcare) for parents – unfortunately, funding for food is not allowed with grant funds, making this a challenge to secure donations/matching funds."*

# Section 9. Conclusion and Call to Action

As you can see, collaboration can take a great deal of effort and commitment, but the results can be extraordinary. At the end of a tough day, you may ask—why are we doing this?

The first answer is for our kids. You can help ensure that the kids in your community can live a life without problems related to substance abuse and its attendant criminal activity.

The second answer is that drug abuse impacts everything—public health and public safety, education, healthcare, the local economy, quality of life and, above all, the families of those who struggle with drug and alcohol issues. Your work can save families from that struggle and anguish.

Finally, the experience that you gain—and the relationships that you build—can be used to address other problems beyond substance abuse in your community, and help you achieve your goal of being a person who is making a difference.

Now that you know how to do it, go ahead and do it. Create the collaborative relationships in your community necessary to implement the PACT360 community education program. Establish clear and measurable goals and work steps such as the following:

- Organize a collaborative entity to serve as the coordinating agency for planning and implementation.
- Download all the free PACT360 training and implementation materials from drugfree.org/PACT360: Parents360, Parents360Rx, Youth360, Meth360, Padres360, Latino360.
- Recruit candidates for presenter training—people from prevention, treatment, law enforcement, education, and parenting groups.
- Host a presenter training—set a goal of 25 trained presenters.
- Promote the program availability in the community, especially among membership organizations that meet regularly.
- Schedule events and presenters—set a goal of 1,500 audience members over a 12-month period.

Then enjoy the great feeling of doing a truly worthwhile thing for the benefit of your families, friends, and neighbors.

# Appendixes

## *Appendix A. Why kids use substances*

There are many factors that influence kids' decisions to use drugs and alcohol. What is important for us to know as community stakeholders is that we can help parents help their kids make positive decisions. In order to understand our role in preventing substance abuse, it is first important to determine what is going on in the minds and worlds of the children in our communities.

### What's going on in their minds?

The first issue we should understand is our children's relationship between perception of risk (how dangerous kids think drugs may be), perception of social disapproval (how strongly people they care about care whether or not they use drugs), and how these factors affect their decision of whether or not to use.

When the perception of risk and social disapproval is high, use tends to fall; but when a teen does not see the risks, or senses that no one cares if they use or not, they are *more* likely to use.

There's something else going on inside their heads—their brains are growing and changing. Through advances in technology, we are learning that the teen brain is quite different from an adult's brain.

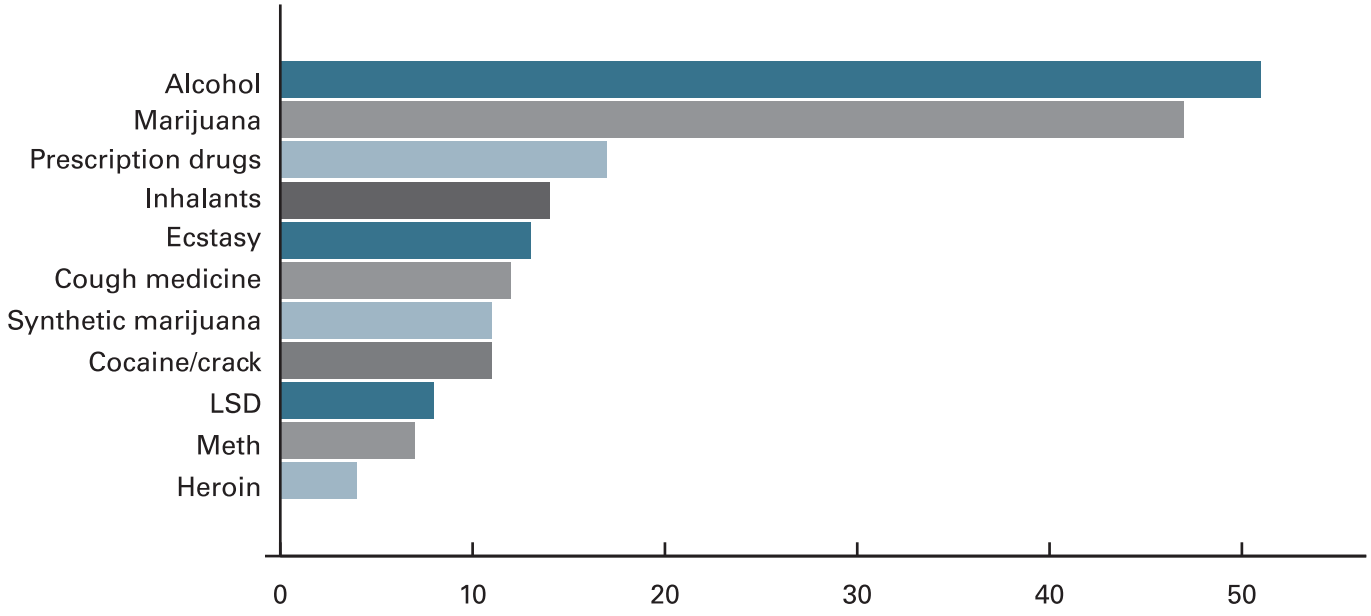
The human brain is not fully developed until a person is in his or her mid-20s. Furthermore, the part of the brain that develops last governs judgment. Add to that a bundle of emotions and you have a formula for bad choices and erratic behavior—even among those we would otherwise call "good kids." Partnership for Drug-Free Kids has developed an informative website called "A Parent's Guide to the Teen Brain." This interactive feature does a great job of explaining how the teen brain works, and it aims to help parents better understand their child. The web address is drugfree.org/teenbrain.

### What's happening in their world?

- **Stress from school**—This is the one of the leading reasons kids give for using drugs and alcohol. School can be challenging and competitive. Kids who don't feel successful can feel their whole future is at risk.
- **Relationships**—Some kids use drugs to impress their friends or to make new ones. Kids may also use alcohol and other drugs to "take the edge off" or enhance the mood of sexual encounters. Unfortunately, substance use impairs their ability to make smart, healthy decisions. One in four teens say they have done more sexually than planned when under the influence of drugs or alcohol. (See appendix D, "Building effective community partnerships," on page 50.)
- **Transitions and fitting in**—The "newness" of starting a new school or forming new relationships can stress kids out, and they turn to drugs or alcohol to impress others or cope. Changes in home life can also create pressures on children that increase their risk of use.
- **Independence**—When kids start driving, the world opens up for them. Cars become private spaces for teens, away from the prying eyes of parents. In addition to the dangers of impaired driving, cars offer a concealed space that can mask risky behaviors that often combine substances and sex.

- **Availability of drugs and alcohol—**Figure A-1 identifies the percentage of teens who have used various drugs in their lifetime, based on information from Partnership for Drug-Free Kids' 2011 Partnership Attitude Tracking Study and the University of Michigan's Monitoring The Future report. Although alcohol and marijuana top the list, the number of kids trying prescription and over-the-counter drugs is not far behind. The more impediments we put in their way, the better off we will be.

**Figure A-1 National drug and alcohol scene**




Source: L.D. Johnston, P.M. O'Malley, J.G. Bachman, and J.E. Schulenberg, *Monitoring the Future: National Results on Adolescent Drug Use: Overview of Key Findings, 2011* (Ann Arbor: Institute for Social Research, The University of Michigan, 2012), http://www.monitoringthefuture.org/pubs/monographs/mtf-overview2011.pdf; Partnership for Drug-Free Kids, *Partnership Attitude Tracking Study* (see note 1).

## Special vulnerabilities

There are some risk factors that can make kids more vulnerable to drug or alcohol use. Vulnerabilities do not predict this behavior, but their presence places kids at a statistically greater risk for getting involved in drugs and alcohol.

### Risk Factors and Special Vulnerabilities:

- **Family history—**family member(s) with a current or past problem with drugs/alcohol
- **Close friends or siblings—**people close to the child who use drugs or alcohol
- **Early first use—**the younger usage starts, the greater the likelihood of developing a problem
- **Mental health issues—**especially depression
- **School difficulties—**both academic and social

## *Appendix B. Worksheets*

### Worksheet #1. Identification of potential partners

1. Who are the agencies/organizations **that you currently** work with in your community regarding substance abuse issues/initiatives/programs?

2. What other agencies that you have not worked with are currently addressing the substance abuse issue and are working on substance abuse initiatives/programs?

3. Who would you like to work with in your community that you have not had the chance to otherwise?

4. Who are the major stakeholders in your community?

5. What agencies should be included in this project?

6. What are the current programs/resources that are available in your community? (e.g., school, treatment, prevention, or any other substance abuse programs)

7. What are the barriers and limitations of what can be accomplished **within the community** in regards to substance abuse? (e.g., lack of funding, lack of support, or lack of staff)

8. What are the barriers and limitations of what can be accomplished **within your agency** in regards to substance abuse? (e.g., lack of funding, lack of support, or lack of staff)

9. What collaborations have worked so far in your community and why?

10. What are the current drug issues that need to be addressed (drug problem, lack of resources, etc.)?

11. What are your current drug trends?

12. Are there any financial issues that need to be addressed?

13. Why would your community benefit from this collaboration of programs and agencies?

_____

_____

_____

## Worksheet #2. Planning meeting

Date of meeting: _____

Meeting participants: _____

_____

Participants by phone: _____

_____

Who is going to be the official note taker for the project? _____

Current collaborating agencies:

_____

_____

_____

**Roles, responsibilities, and expectations:** Questions and topic to address during the meeting:

1. What do you envision as specific roles for the collaborating agencies?
2. What do you want to do and how can you integrate it into the program?
3. What is the general vision statement for the project?

_____

_____

_____

_____

_____

4. Who can help you achieve your goal(s) for the project?

_____

_____

_____

## Worksheet #3. Developing your collaboration checklist

| Things to be aware of when developing your collaboration & performing your programs/presentations/etc. (Add to this checklist to make sure you are meeting the needs of your efforts.) | **Comments / possible resolutions** |
|---|---|
| **What population are you serving** | |
| ☐ Where are they coming from? (areas to reach) | |
| ☐ Population age | |
| ☐ Population expectations | |
| **Staffing** | |
| ☐ How many staff will you need to conduct your presentations and how many from each site? | |
| ☐ Who is needed to do what to meet your project goals? | |
| ☐ Who is the project champion from each site who will be responsible for their portion? | |
| ☐ How much time will each need to devote to perform intervention/programs/etc.? | |
| ☐ Make sure collaborators have approval from organization | |
| **Resources** | |
| ☐ Are there any costs? What are the financial expectations? | |
| ☐ Where will programs/presentations be delivered? | |
| ☐ Where will the meetings be held? | |
| ☐ Who is responsible for taking care of the logistics of the program/presentations? | |
| **Duties** | |
| ☐ Who is delivering which portions of the training/programs/etc.? | |
| ☐ Who is doing recruitment? | |
| ☐ Who is doing follow-up? | |
| ☐ Who is organizing the program/presentations/etc.? | |
| ☐ Who is the overall project champion (default go to)? | |

# *Appendix C. PACT360 needs assessment results, key findings, and recommendations*

## Needs assessment results presentation

THE PARTNERSHIP™
AT DRUGFREE.ORG

**COPS Needs Assessment Results**

**February, 2012**

PACT360

## Background and Methodology

**Overview**

- The Partnership at Drugfree.org, in conjunction with the U.S. Department of Justice, Office of Community Oriented Policing Services, conducted a needs assessment to help develop a training module that would teach various community organizations to build collaborative partnerships in order to address and prevent substance abuse among teens and young adults.
- Interviews were conducted from September to December 2011.

**Methodology**

- Ten minute online quantitative survey
- Respondents recruited via an internal database of law, education and health organizations

**Sample**

- 1,031 Total Respondents
  - n=241 Education professionals
  - n=343 Law professionals
  - n=447 Health professionals

PACT360

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## Key Findings

**Attitudes: Substance abuse programs & training**

- Generally, professionals agree that substance abuse prevention directly to children would be the most helpful in curbing their use **and** the most feasible program to implement in their communities.
  - Increasing treatment options for those arrested for substance use offenses would also be helpful but less feasible.
  - Although most agree that arresting drug dealers would not be the most effective in lowering drug use among teens, they do believe it is one of the more feasible options.
- Everyone (98%) agrees that a team approach to delivering prevention programs would have the biggest impact on reducing teen substance abuse.
  - A large majority (84%) feel that law enforcement should play a role in delivering intervention programs, even though having them present the programs would not be the most impactful.
  - Overall, people believe that prevention specialists would be the best suited to deliver prevention programs (81%).
- Nearly every respondent (97%) agrees that substance abuse prevention programs are a good way to help reduce the onset of substance abuse in teens.
  - While the vast majority (88%) said they would want to deliver these programs if properly trained, only two-thirds (65%) feel that they would have enough time to do so.
  - Additionally, a third (33%) of those surveyed felt that they do not have the support needed from their community to implement new programs addressing community problems.

PACT360 THE PARTNERSHIP AT DRUGFREE.ORG 3

## Key Findings

**Current substance abuse training & partnerships**

- Health professionals feel the most confident (61%) that they currently can deliver effective substance abuse prevention programs to parents and teens. Only a third of educators and law enforcement say they feel very comfortable.
  - Most (72%) have already delivered substance abuse prevention programs in their community – with health professionals having the most experience (80%).
- Three-quarters of all professionals have received at least a half-day training on substance abuse prevention and average approximately 250 training hours.
  - Health professionals have the most training (85%) totaling an average of 364 hours.
- Professionals spend an average of 4.5 hours per month on substance abuse prevention activities.
  - Health professionals spend the most time (6.5 hours) while two out of five law enforcement professionals say they spend no time on prevention activities.
- Three-quarters of professionals (76%) say that their agency or organization currently has formal relationships with law enforcement agencies and/or substance abuse programs.
- Approximately two out of five educators and health professionals have jointly presented a program on substance abuse with law enforcement or substance abuse prevention programs.

PACT360 THE PARTNERSHIP AT DRUGFREE.ORG 4

# DETAILED FINDINGS

## *Attitudes: Substance abuse programs & training*

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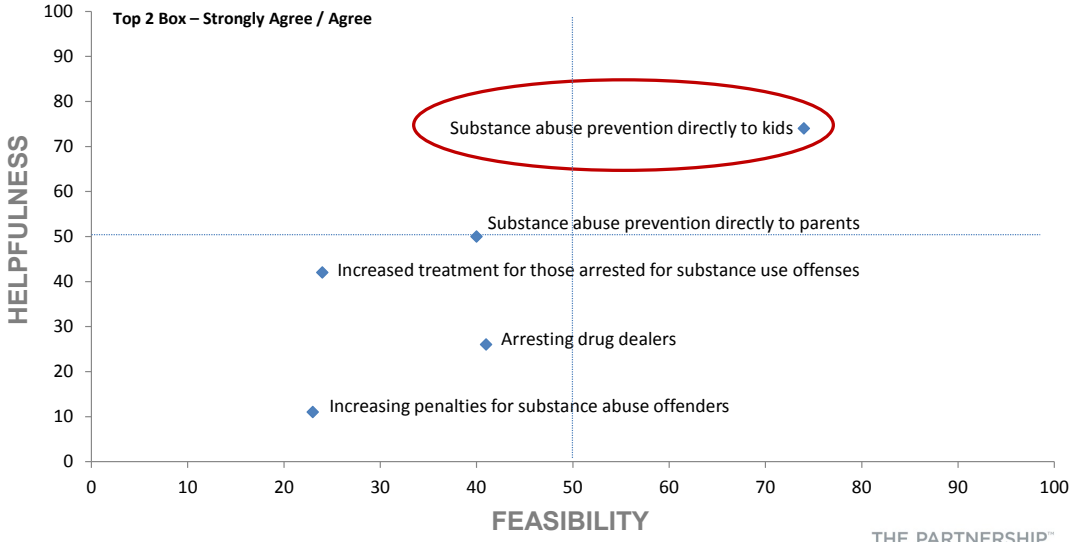
## *Feasibility and Helpfulness of Programs*

*Substance abuse prevention programs directly targeted to children are seen as both the most helpful AND the most feasible to implement in a community.*




Q10/Q11
Base: Total (n=946)

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## Most **Helpful** Programs to Prevent Substance Use

*Two out of five of those surveyed agree that offering prevention programs directly to kids would be the most helpful in preventing substance use. A fifth also feel that increased treatment options for those arrested would be useful.*

| Most Helpful | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| Substance abuse prevention directly to kids | 43% | 49%[B] | 38% | 43% |
| Increased treatment options for individuals arrested for substance use offenses | 22% | 18% | 23% | 24% |
| Substance abuse prevention directly to parents | 18% | 18%[B] | 9% | 24%[AB] |
| Arresting drug dealers | 16% | 14%[C] | 28%[AC] | 7% |
| Increasing penalties for substance use offenses | 4% | 3% | 7%[AC] | 3% |

Q10. Assuming you had unlimited resources, please rate from 1 to 5 which programs you think would be MOST to LEAST HELPFUL in PREVENTING substance use in your community..
Base: Total (n=946), Education (n=222), Law (n=307), Health (n=417)

THE PARTNERSHIP™ AT DRUGFREE.ORG 7

## Most **Feasible** Programs to Prevent Substance Use

*Half of professionals believe that providing programs to kids would be the most feasible to implement in their communities – followed by arresting drug dealers.*

| Most Helpful | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| Substance abuse prevention directly to kids | 48% | 58%[BC] | 37% | 50%[B] |
| Arresting drug dealers | 25% | 19% | 41%[AC] | 15% |
| Substance abuse prevention directly to parents | 11% | 11%[B] | 6% | 15%[B] |
| Increased treatment options for individuals arrested for substance use offenses | 9% | 5% | 10%[A] | 11%[A] |
| Increasing penalties for substance use offenses | 9% | 8% | 9% | 9% |

Q11. By contrast, based on the resources available to you please rate the following options 1 to 5 which you think would be MOST to LEAST FEASIBLE/POSSIBLE or that you think could actually be implemented to help prevent substance use in your community.
Base: Total (n=946), Education (n=222), Law (n=307), Health (n=417)

THE PARTNERSHIP™ AT DRUGFREE.ORG 8

## Attitudes About Substance Abuse Programs

*Everyone agrees that a team approach to delivering substance abuse prevention programs will have the biggest impact on reducing teen substance abuse. Most feel that prevention specialists are the best suited to deliver programs, but law enforcement should still play a major role.*

| Top 2 Box – Strongly Agree / Agree | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| A team approach to delivering substance abuse programs will have the biggest impact | 98% | 99% | 98% | 98% |
| My agency would grant me time to deliver substance abuse programs to parents and teens | 86% | 83% | 86% | 88% |
| Law enforcement should play a role in delivering intervention programs | 84% | 80% | 90%[AC] | 81% |
| Substance abuse programs will have the biggest impact if delivered by prevention specialists | 81% | 83%[B] | 71% | 87%[B] |
| Substance abuse programs will have the biggest impact if delivered by teachers/educators | 59% | 68%[B] | 49% | 61%[B] |
| I am an 'expert' in delivering substance abuse prevention interventions | 49% | 37% | 29% | 71%[AB] |
| Substance abuse programs will have the biggest impact if delivered by law enforcement | 32% | 39%[C] | 49%[AC] | 21% |
| Our community will NOT respond to prevention programs if delivered by law enforcement | 22% | 24%[B] | 15% | 27%[B] |
| Substance abuse programs are NOT effective in stopping/reducing use among young people | 12% | 17%[C] | 16%[C] | 6% |

Q12. Please rate the following statements based on your level of agreement ranging from "strongly agree" to "strongly disagree"
Base: Total (n=938), Education (n=221), Law (n=304), Health (n=413)

THE PARTNERSHIP™ AT DRUGFREE.ORG 9

## Attitudes About Substance Abuse Training

*Although almost everyone would want to deliver substance abuse programs – if properly trained – a sizable number feel that time would be an issue, especially law professionals. Additionally, not everyone believes that their communities support these types of initiatives.*

| Top 2 Box – Strongly Agree / Agree | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| I believe substance abuse programs are a good way of helping reduce teen substance abuse | 97% | 95% | 97% | 98%[A] |
| If I was trained properly, I would want to deliver substance abuse programs to parents and teens | 88% | 90% | 84% | 90%[B] |
| Delivering community based substance abuse programs would be consistent with agency goals | 85% | 73% | 86%[A] | 90%[A] |
| Delivering community based substance abuse programs would be consistent with my job goals | 81% | 72% | 82%[A] | 84%[A] |
| My agency regularly integrates new initiatives into our operations at this facility/location | 78% | 69% | 71% | 87%[AB] |
| We have the support we need from organizations in the community for important initiatives | 73% | 69% | 75% | 74% |
| We have a high level of coordination across units when it comes to delivering services /programs | 70% | 63% | 67% | 77%[AB] |
| We have the support we need from our community for important initiatives or problems | 67% | 61% | 71%[A] | 66% |
| If I were trained properly, I would have enough time to devote to delivering substance abuse programs to parents and teens | 65% | 65% | 59% | 70%[B] |

Q12. Please rate the following statements based on your level of agreement ranging from "strongly agree" to "strongly disagree"
Base: Total (n=938), Education (n=221), Law (n=304), Health (n=413)

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# DETAILED FINDINGS

## *Current Substance Abuse Training & Partnerships*

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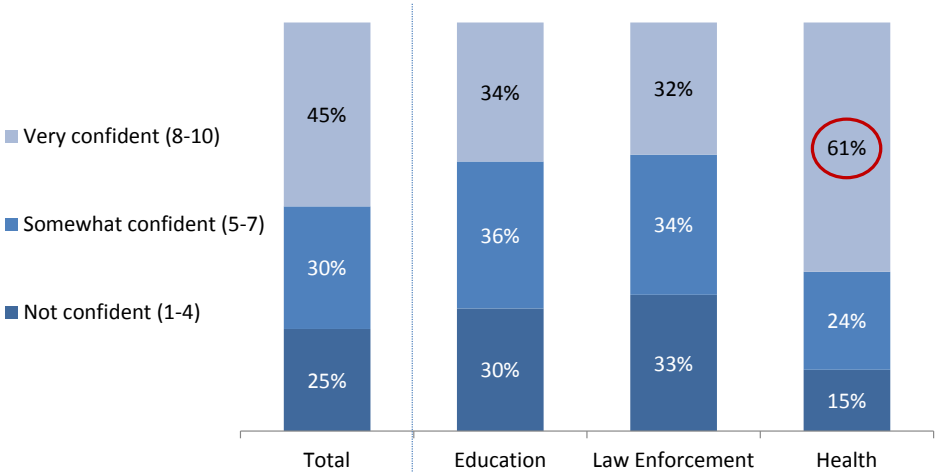
## *Confidence Presenting Effective Programs*

*Three out of five health professionals feel very confident that they can deliver effective substance abuse prevention programs to parents and teens. About a third of education and law professionals say they are completely comfortable.*




Q14. How confident are you that YOU can deliver effective substance abuse prevention programs to parents and teens NOW.
Base: Total (n=904), Education (n=216), Law (n=294), Health (n=394)

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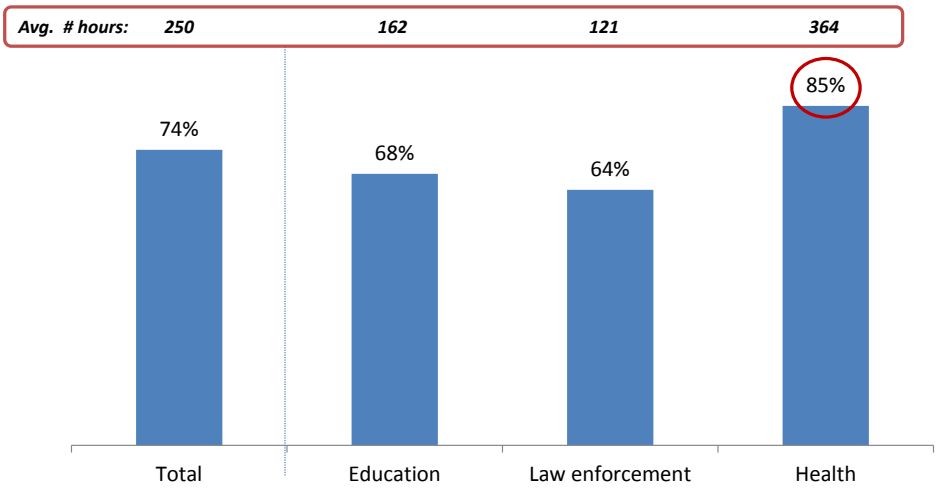
## Past Substance Abuse Training

*Three-quarters of professionals have received at least a half day of training on substance abuse prevention. Most health professionals have received training and have an average of 364 hours of preparation.*




Q15. Have you ever received at least a half day training on substance abuse prevention? Q16. About how many hours of training have You received in substance abuse prevention in your lifetime?
Base: Total (n=904), Education (n=216), Law (n=294), Health (n=394)

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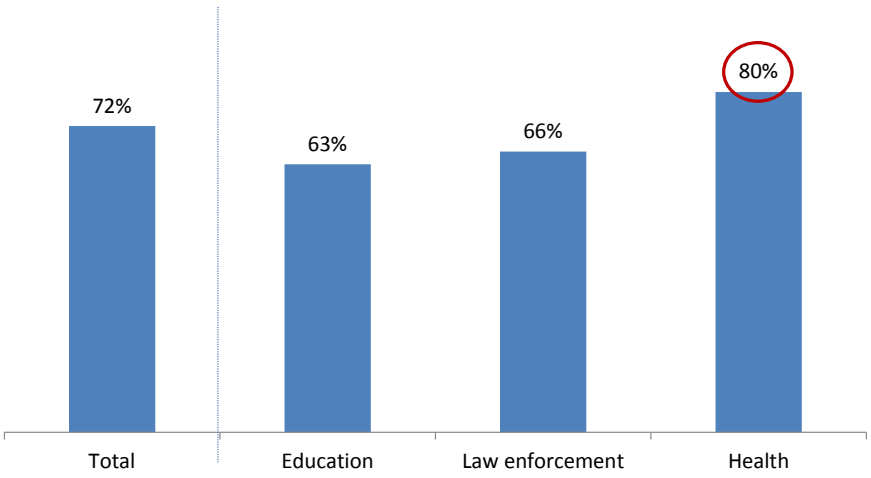
## Delivery of Substance Abuse Programs

*Most professionals across fields have delivered substance abuse programs. Four out of five health professionals have held presentations in their communities.*




Q17. Have you ever delivered a substance abuse prevention/intervention program in your community?
Base: Total (n=673), Education (n=148), Law (n=190), Health (n=335)

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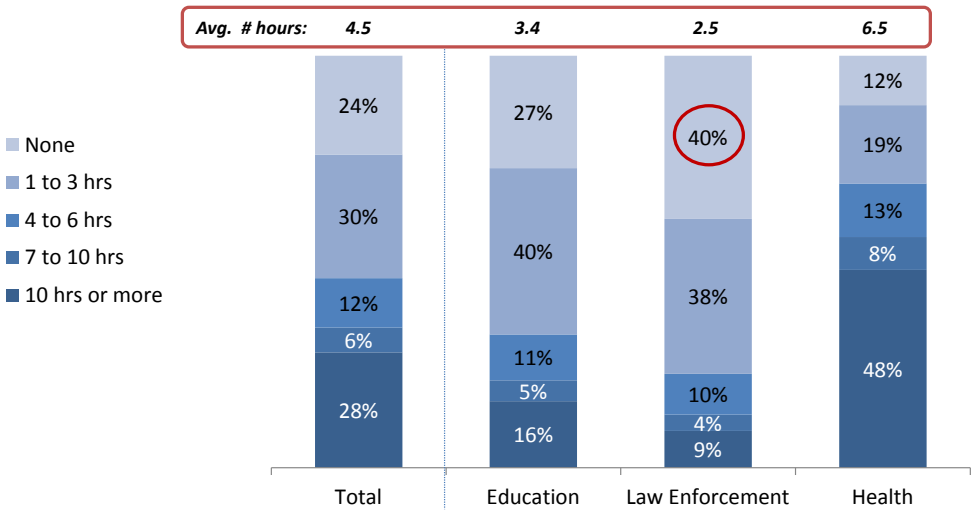
## Monthly Time Spent on Substance Abuse

*Overall, people are spending nearly 5 hours on substance abuse prevention activities on a monthly basis. Two out of five law enforcement professionals say they spend no time on it at all.*




Q18. How many hours per month, if any, do you spend on substance abuse prevention activities?.
Base: Total (n=895), Education (n=211), Law (n=291), Health (n=393)

THE PARTNERSHIP AT DRUGFREE.ORG 15

## Most **Feasible** Programs to Prevent Substance Use

*Half of professionals believe that providing programs to kids would be the most feasible to implement in their communities – followed by arresting drug dealers.*

| Most Helpful | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| Substance abuse prevention directly to kids | 48% | 58%[BC] | 37% | 50%[B] |
| Arresting drug dealers | 25% | 19% | 41%[AC] | 15% |
| Substance abuse prevention directly to parents | 11% | 11%[B] | 6% | 15%[B] |
| Increased treatment options for individuals arrested for substance use offenses | 9% | 5% | 10%[A] | 11%[A] |
| Increasing penalties for substance use offenses | 9% | 8% | 9% | 9% |

Q11. By contrast, based on the resources available to you please rate the following options 1 to 5 which you think would be MOST to LEAST FEASIBLE/POSSIBLE or that you think could actually be implemented to help prevent substance use in your community.
Base: Total (n=946), Education (n=222), Law (n=307), Health (n=417)

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## Attitudes About Substance Abuse Programs

*Everyone agrees that a team approach to delivering substance abuse prevention programs will have the biggest impact on reducing teen substance abuse. Most feel that prevention specialists are the best suited to deliver programs, but law enforcement should still play a major role.*

| Top 2 Box – Strongly Agree / Agree | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| A team approach to delivering substance abuse programs will have the biggest impact | 98% | 99% | 98% | 98% |
| My agency would grant me time to deliver substance abuse programs to parents and teens | 86% | 83% | 86% | 88% |
| Law enforcement should play a role in delivering intervention programs | 84% | 80% | 90%[AC] | 81% |
| Substance abuse programs will have the biggest impact if delivered by prevention specialists | 81% | 83%[B] | 71% | 87%[B] |
| Substance abuse programs will have the biggest impact if delivered by teachers/educators | 59% | 68%[B] | 49% | 61%[B] |
| I am an 'expert' in delivering substance abuse prevention interventions | 49% | 37% | 29% | 71%[AB] |
| Substance abuse programs will have the biggest impact if delivered by law enforcement | 32% | 39%[C] | 49%[AC] | 21% |
| Our community will NOT respond to prevention programs if delivered by law enforcement | 22% | 24%[B] | 15% | 27%[B] |
| Substance abuse programs are NOT effective in stopping/reducing use among young people | 12% | 17%[C] | 16%[C] | 6% |

Q12. Please rate the following statements based on your level of agreement ranging from "strongly agree" to "strongly disagree"
Base: Total (n=938), Education (n=221), Law (n=304), Health (n=413)

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## Attitudes About Substance Abuse Training

*Although almost everyone would want to deliver substance abuse programs – if properly trained – a sizable number feel that time would be an issue, especially law professionals. Additionally, not everyone believes that their communities support these types of initiatives.*

| Top 2 Box – Strongly Agree / Agree | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| I believe substance abuse programs are a good way of helping reduce teen substance abuse | 97% | 95% | 97% | 98%[A] |
| If I was trained properly, I would want to deliver substance abuse programs to parents and teens | 88% | 90% | 84% | 90%[B] |
| Delivering community based substance abuse programs would be consistent with agency goals | 85% | 73% | 86%[A] | 90%[A] |
| Delivering community based substance abuse programs would be consistent with my job goals | 81% | 72% | 82%[A] | 84%[A] |
| My agency regularly integrates new initiatives into our operations at this facility/location | 78% | 69% | 71% | 87%[AB] |
| We have the support we need from organizations in the community for important initiatives | 73% | 69% | 75% | 74% |
| We have a high level of coordination across units when it comes to delivering services /programs | 70% | 63% | 67% | 77%[AB] |
| We have the support we need from our community for important initiatives or problems | 67% | 61% | 71%[A] | 66% |
| If I were trained properly, I would have enough time to devote to delivering substance abuse programs to parents and teens | 65% | 65% | 59% | 70%[B] |

Q12. Please rate the following statements based on your level of agreement ranging from "strongly agree" to "strongly disagree"
Base: Total (n=938), Education (n=221), Law (n=304), Health (n=413)

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## Most **Helpful** Programs to Prevent Substance Use

*Two out of five of those surveyed agree that offering prevention programs directly to kids would be the most helpful in preventing substance use. A fifth also feel that increased treatment options for those arrested would be useful.*

| Most Helpful | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| Substance abuse prevention directly to kids | 43% | 49%[B] | 38% | 43% |
| Increased treatment options for individuals arrested for substance use offenses | 22% | 18% | 23% | 24% |
| Substance abuse prevention directly to parents | 18% | 18%[B] | 9% | 24%[AB] |
| Arresting drug dealers | 16% | 14%[C] | 28%[AC] | 7% |
| Increasing penalties for substance use offenses | 4% | 3% | 7%[AC] | 3% |

Q10. Assuming you had unlimited resources, please rate from 1 to 5 which programs you think would be MOST to LEAST HELPFUL in PREVENTING substance use in your community..
Base: Total (n=946), Education (n=222), Law (n=307), Health (n=417)

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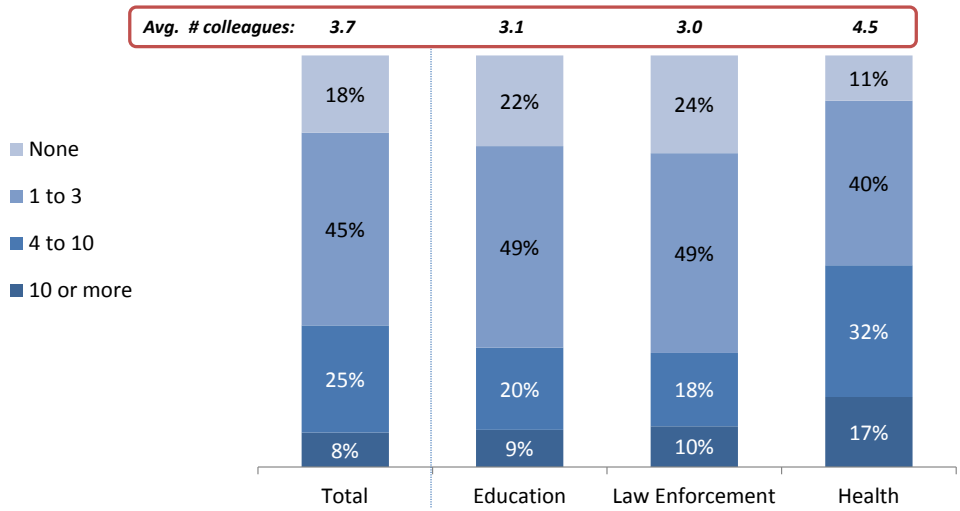
## Colleagues Trained in Substance Abuse

*On average, people say they have 3-4 colleagues in their program who have substance abuse prevention training. Half of health professionals say there are more than 4 trained peers in their programs.*




Q19. About how many colleagues do you currently have in your program that have been trained in substance abuse prevention techniques?.
Base: Total (n=880), Education (n=210), Law (n=278), Health (n=392)

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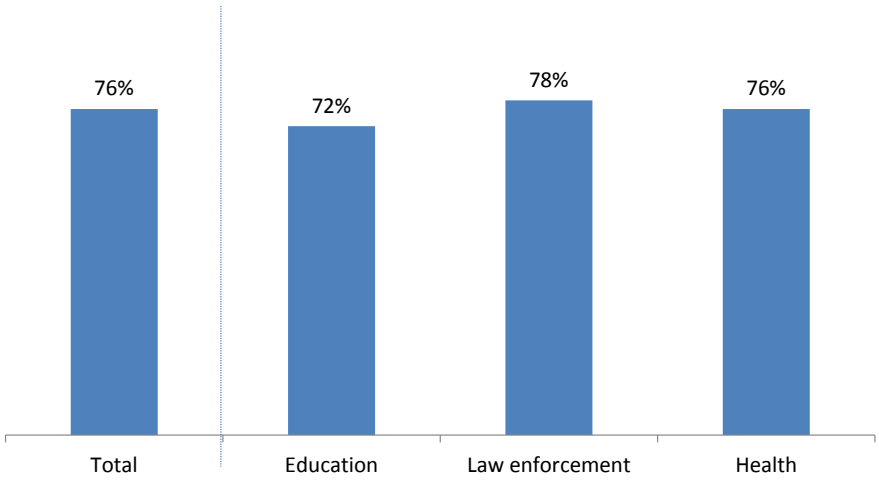
## Formal Relationships with Programs / Agencies

*Three-quarters of professionals work in organizations that have formal relationships with law enforcement agencies or substance abuse prevention programs in their community.*




Q22/23. To your knowledge does your agency have any FORMAL relationships with law enforcement agencies in your community?
Base: Total (n=892), Education (n=212), Law (n=289), Health (n=391)

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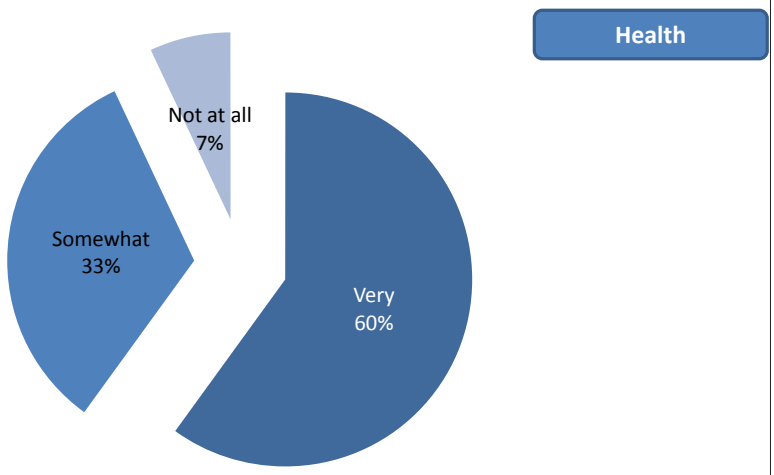
## Support of Substance Abuse Programs

*Very few health professionals believe that their organizations would be unsupportive of having them trained to deliver substance abuse prevention programs to parents in the community.*




Q20. How supportive would your organization/agency be to have you trained on a substance abuse prevention program AND deliver this program to parents in your community?
Base: Health (n=391)

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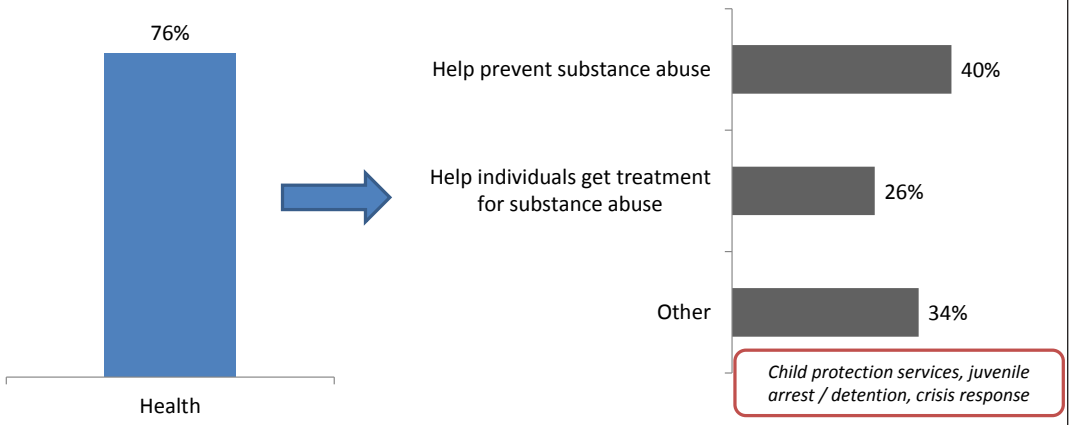
## Formal Relationships with Programs / Agencies

*Two-thirds of health professionals report that their relationships with law agencies are mostly substance abuse focused. However, some say they have broader relationships like child services and juvenile detention.*

**Health**




Q23. To your knowledge does your agency have any FORMAL relationships with law enforcement agencies in your community?
Q24. Is this relationship primarily to…?
Base: Total (n=391), Have relationships (n=344)

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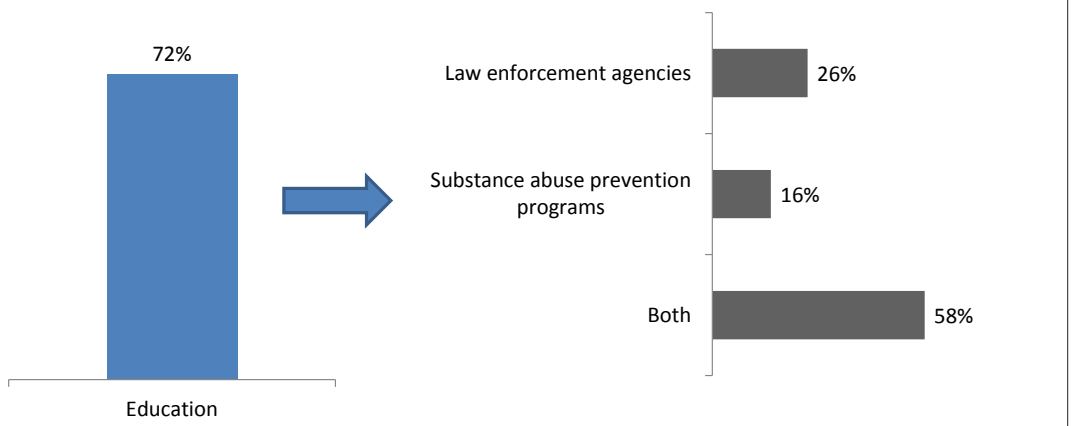
## Formal Relationships with Programs / Agencies

*Over half of those working in education say that their organizations have formal relationships with both law enforcement agencies and substance abuse prevention programs.*

**Education**




Q22. To your knowledge does your agency have any FORMAL relationships with law enforcement agencies in your community?
Q23. If yes, is this relationship with…?
Base: Total (n=212), Have relationships (n=158)

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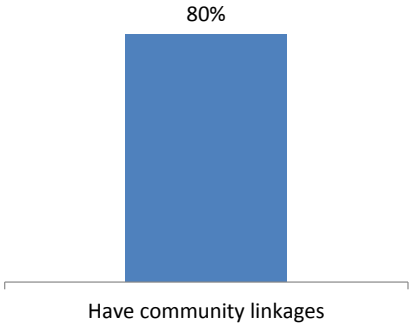
## Formal Relationships with Programs / Agencies

*Most law enforcement professionals report that their agencies have partnerships with a variety of nonprofits, schools, other local / state agencies and hospitals, among others.*

**Law Enforcement**




**Types of Partnerships**

- Nonprofits
- Schools – private and public
- Local & state law enforcement / drug agencies
- Mental health and treatment providers
- Clinics / hospitals / pharmacies
- Drug courts
- Child protective services

Q23. With what type of organizations/agencies have you built the most effective community linkages/collaborations?
Base: Total (n=275), Have relationships (n=221)

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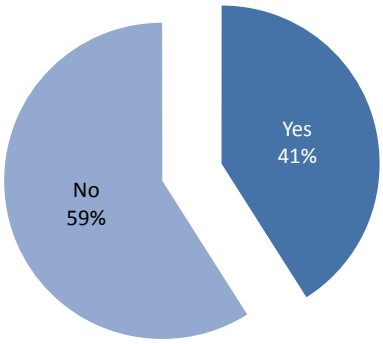
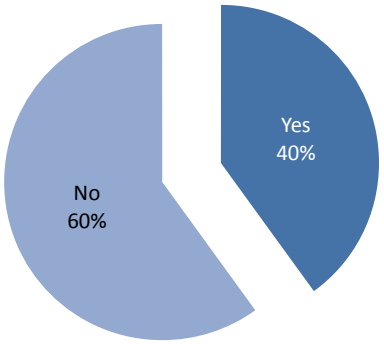
## Ever Co-Presented with Law Enforcement

*Two out of every five educators and health professionals report presenting a substance abuse program to parents or teens in conjunction with a law enforcement agency or substance abuse prevention program.*

**Education**




**Health**




Q24. Have you ever jointly presented with law enforcement or a substance abuse prevention program on substance abuse prevention to parents or teens?
Base: Education (n=211), Health (n=390)

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# DETAILED FINDINGS

*Demographics / Experience*

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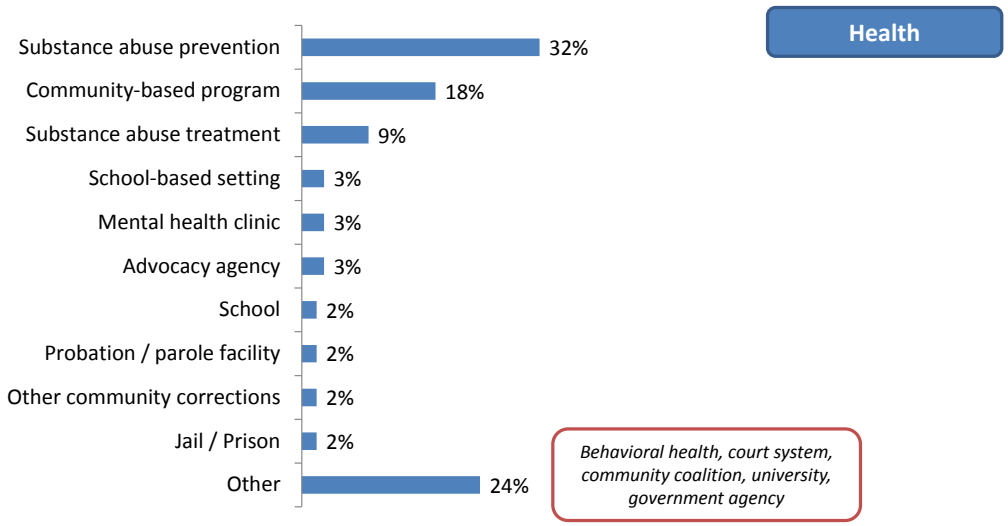
## *Setting Currently Work In*

*A third of health professionals work in substance abuse prevention and one out of five work with a community-based program.*




Q2. Please check the setting in which you work NOW.
Base: Total (n=339)

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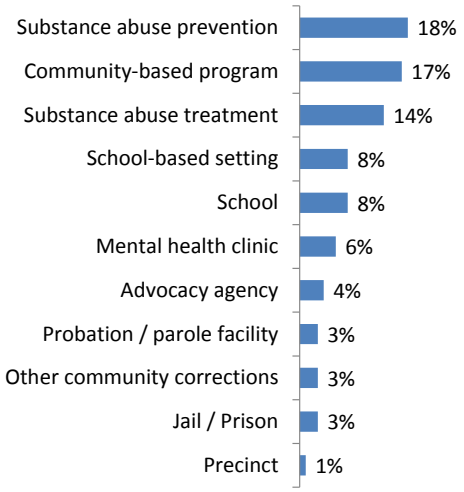
## Past Experience

*Health professionals have worked in a variety of different settings including substance abuse prevention and treatment and community based programs.*

**Health**




Q6, Have you worked at ANY of the following organizations or work settings?.
Base: Total (n=426)

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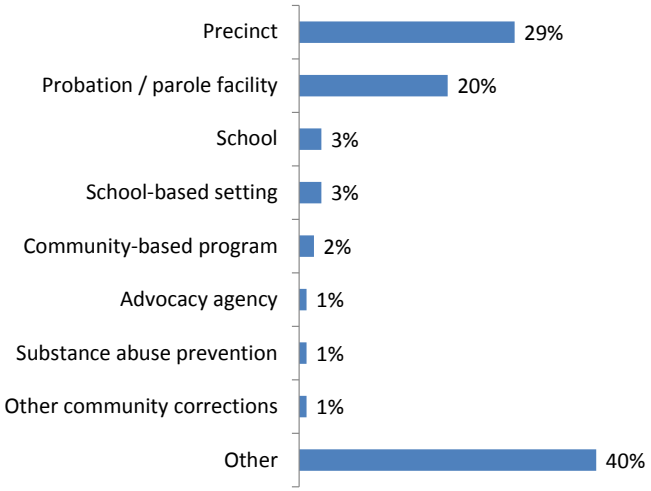
## Setting Currently Work In

*Over a fourth of law enforcement professionals work in a precinct and a fifth are employed at a probation or parole facility.*

**Law Enforcement**




*Administration, court system, detention facility, colleges, Sheriff's office, municipal police*

Q2. Please check the setting in which you work NOW.
Base: Total (n=339)

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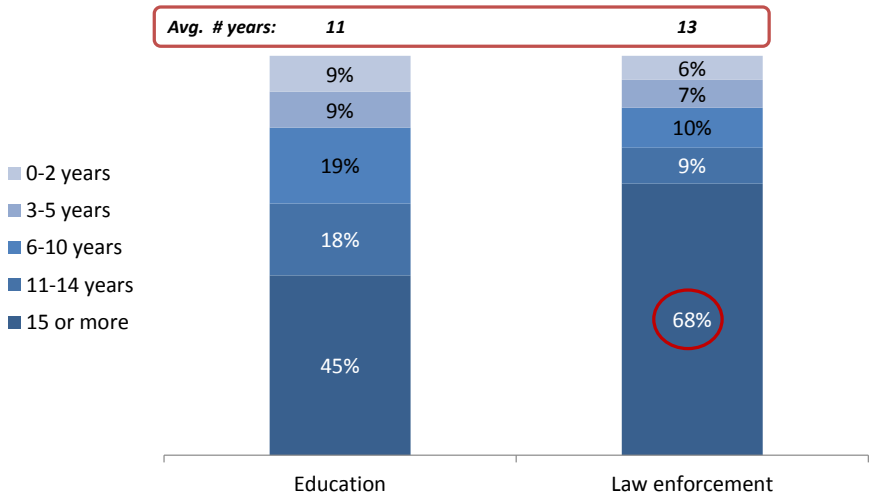
## Years of Experience

*Education and law enforcement professionals have a vast amount of experience working in their fields. Over two-thirds of law enforcement professionals have worked in the field for over 15 years.*




Q6. How many years have you worked in education / law enforcement?
Base: Education (n=239), Law (n=330)

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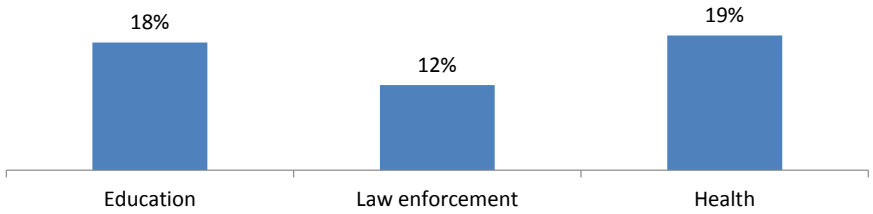
## Non-English Speaking Population

*Education and health professionals work in areas whose population consists of approximately 20% non-English speakers. Law enforcement work less non-English speakers.*




Q8/9. Approximately what percentage of your population is non-English speaking?
Base: Education (n=236), Law (n=330), Health (n=437)

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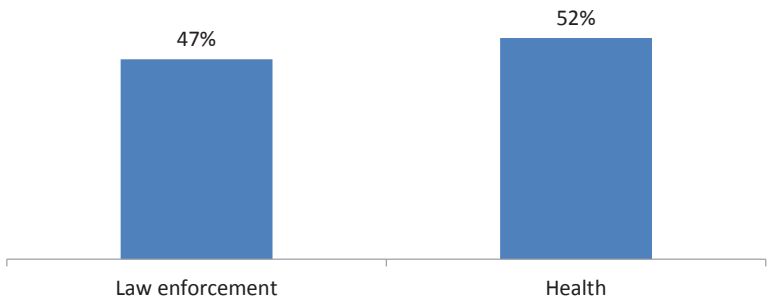
## Number of Drug Related Arrests

*Law and health professionals agree that approximately half of arrests in their areas are drug related.*




Q8/9. Approximately what percentage of your population is non-English speaking?
Base: Education (n=236), Law (n=330), Health (n=437)

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## Demographics

| | Total | Education (A) | Law (B) | Health (C) |
|---|---|---|---|---|
| **Age** | | | | |
| 21-30 | 7% | 9%[B] | 4% | 9%[B] |
| 31-40 | 20% | 18% | 17% | 24%[B] |
| 41-50 | 31% | 26% | 36%[A] | 29% |
| 51-60 | 32% | 34% | 36%[C] | 28% |
| Over 60 | 10% | 13%[B] | 7% | 11% |
| Average age | 47 | 48 | 48 | 46 |
| **Gender** | | | | |
| Male | 39% | 24% | 69%[AC] | 23% |
| Female | 61% | 76%[B] | 31% | 77%[B] |
| **Locale** | | | | |
| Large city | 18% | 19%[B] | 12% | 23%[B] |
| Small / medium city | 33% | 30% | 37% | 32% |
| Suburban | 16% | 18%[C] | 20%[C] | 11% |
| Rural | 23% | 22% | 23% | 24% |

Base: Total (n=1020), Education (n=240), Law (n=338), Health (n=442)

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## Summary

We surveyed over 1,000 individuals in law enforcement, prevention and treatment, and education and found remarkably consistent goals to help prevent and reduce substance use among young people. Although most people are on the same page in terms of the overall goals about substance abuse, each one has different capabilities and resources to draw from. Therefore, collaboration is important because everyone has something different to bring to the table and nearly everyone agrees a team approach would be most effective.

Unfortunately, although most groups have relationships with other organizations, they are not developing long-lasting, successful partnerships. There is ample justification to create a training program that brings together point persons from each group to teach them how to work together and be effective within their communities. A large part of the problem is that many of these professionals, especially in law enforcement and education, have not been properly trained in substance abuse prevention and do not feel confident in their efforts. This training module is an opportunity to get everyone on the same page and working together most efficiently.

## Key findings

- Everyone (98%) agrees that a "team approach" to delivering substance abuse prevention programs will have the biggest impact on reducing teen substance abuse. They also all (97%) agree that substance abuse programs are a good way of helping lower drug use among teens.
- More than half (55%) of these professionals say they do not feel very confident that they can currently deliver effective substance abuse prevention programs to parents or teens. This is especially true for law enforcement (66%) and educators (67%), both of whom are among those least likely to have substance abuse training. However, almost everyone (88%) says that if trained properly, they would want to deliver substance abuse prevention programs to parents and teens.
- Three-quarters (76%) of those surveyed report that they currently have formal partnerships with other organizations in their community. Yet less than half (40%) have ever co-presented substance abuse prevention programs with another organization or agency.
- Most (73%) also agree that their agency has the support it needs from these organizations for new programs and initiatives to address community problems. There is a sizable minority that feels that they do not get cooperation from other organizations (27%) or members of the community (33%). Educators feel the lack of backing (29%) for new programs or initiatives most within the community.

## Barriers facing organizations

As shown in table C-1, according to four in ten (39%) survey respondents, funding is the main barrier faced from organizations to collaborate on new programs or initiatives within the community; and one-third (32%) of survey respondents report that communication, competition, and leadership issues are a large barrier.

**Table C-1. Specific barriers faced by organizations**

| | Total (n=647) | Law Enf. (n=191) | Education (n=164) | Health (n=292) |
|---|---|---|---|---|
| Funding | 39% | 44% | 38% | 37% |
| Communication / competition / leadership | 32% | 24% | 23% | 42% |
| Time | 29% | 31% | 27% | 28% |
| Support of issue / trust / approval from authorities | 28% | 30% | 35% | 22% |
| Resources (manpower, training, information) | 19% | 30% | 16% | 13% |

Source: Partnership for Drug-Free Kids, "COPS Needs Assessment Results," presentation of survey findings, February 2012 (see presentation on page 29).

### Funding

Overall, funding is the biggest issue preventing these groups from working together. There is not enough funding to go around for everyone, and organizations are not willing or do not know how to share funds with other agencies or groups. Funding also leads to competition when these organizations are applying for the same grants. Most importantly, there is usually not enough money provided to support substance abuse programs, especially for prevention.

### Communication / Competition

Lack of open communication and information sharing are preventing community collaborations from being more effective. Agencies and organizations are not speaking with one another, often leading them to have overlapping initiatives. Lack of information sharing leaves some groups without a way of staying up to date.

There is also a lack of leadership—one organization that takes the role of coordinator—and an unwillingness to be the responsible party should something go wrong. Additionally, there is confusion about who should take on what roles.

Prevention/treatment specialists are most sensitive to this issue. They feel that schools and law enforcement face competing agendas that do not allow them to spend time on substance abuse prevention. They tend to feel that schools are more concerned with meeting testing and curriculum standards and are not focusing enough on prevention efforts. Likewise, they feel law enforcement is overextended and out of touch with the community.

### Time

Another major barrier to community efforts is finding the time or justification to spend time attending meetings and being a part of a cross-organizational prevention program. Most people acknowledge that everyone is stretched thin due to economic problems and that, although the desire may be there, it is difficult to get away from job responsibilities to take part in these efforts.

### Support of the issue

Having substance abuse as the central issue is often a deterrent to organizations getting together to offer more effective prevention programs in their communities. Different agencies and authorities have varying opinions on the issue. Many do not see eye to eye or can't agree that substance abuse is a health issue and not necessarily a law enforcement one. Often, law enforcement professionals see that it is a health issue but are tasked to arrest drug offenders without offering any direct solution to their drug or alcohol use.

Often, it is the community that is the issue, because they do not want to acknowledge that substance abuse is prevalent in their area. Parents are not involved in prevention programs or do not support them, and older children are not forced to participate.

In other cases, it is higher authorities (local, state, federal) who do not feel substance abuse prevention is a priority and will not approve or support any efforts being made. It is also problematic to get schools to cooperate with law enforcement or prevention/treatment groups due to difficult approval processes, which educators agree is a problem they face.

In a large minority of communities, lack of trust is preventing organizations from working together, especially when it comes to law enforcement. Most professionals agree that law enforcement needs to play a key role in prevention efforts; however, communities sometimes do not trust them or see them as the "bad guys" who are only looking to arrest offenders.

### Resources

Hand in hand with lack of funding and time is lack of resources. There are not enough people in any given organization who are available for community outreach, which leads to a lack of participation. Professionals also feel they do not have the information they need, especially educators and law enforcement. They do not know where to look for the information they need or who to go to should they need prevention, intervention, or treatment services. Some communities, especially smaller or rural ones, do not have any substance abuse systems in place.

## Recommendations for content

- **Training**—Many of the potential key stakeholders have not been properly trained in substance abuse prevention. The first thing the group will want to do is bring everyone up to speed on why prevention is important, what each one can do to help, and why working together is the best option. This is a good time for the team to share what each member knows about the issue so that everyone is on the same page before outreach efforts begin.
- **Funding**—These groups should know how to pool their funds together effectively so that they do not feel they are competing or one is doing more work than another. Essentially, try to provide suggestions and resources of where they can find grants or other sources of funding to bring prevention programs to their community together.

- **Communication**—Help participants see that they can work together and not against one another, and if they open lines of communication and share information they will be more effective in their communities. Demonstrate how a science-based evaluation showed that our PACT360 program has been successful at informing the community about substance use and has increased communication self-efficacy. Have them share their sources of information with one another—for example, have substance abuse experts run a workshop on the drug landscape in their community to the rest of the team. Offer a place online where they can go after they are trained to stay informed on trends, research, resources, etc.
- **Time**—Teach groups how to define roles for one another and decide who should lead these efforts so they can be most efficient. Identifying roles early on in the process will help them avoid wasting time, which is often a deterrent to building community partnerships. It is important for the team to also be conscious and realistic about each member's time constraints throughout the relationship.
- **Support of the issue**—One of the hardest things will be trying to get everyone on the same page, but if all the groups come together and present a united front, they can succeed in breaking down the barriers in their communities and among their leadership. The training should address ways to get parents and children involved and participating in community efforts.
- **Resources**—Part of teaming together is the ability to share resources. If everyone is willing to actively participate, communicate, and share information, they will find they have the resources necessary to implement a successful prevention program in their community.

## *Appendix D. Building effective community partnerships*

Following is the PACT 360 training presentation *How to Build Effective Community Partnerships.*

PACT360

**How to Build Effective Community Partnerships to Prevent Teen Substance Abuse**

Implementing PACT360 in Your Community

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**Training Goals**

- Understand the importance and benefits of collaboration
- Identify potential partners and create relationships with them
- Learn to work as a team
- Harness the expertise of each agency and person on the team

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# Outline

| | |
|---|---|
| **Section 1** | Background: Why is Collaboration Important in Your Community? |
| **Section 2** | What is Collaboration? |
| **Section 3** | The Need for Collaboration: Results From Our Survey |
| **Section 4** | Identifying and Creating Relationships |
| **Section 5** | How to Work as a Team: Getting Started |
| **Section 6** | How to Work as a Team: The Nuts and Bolts of Planning |

3

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Section One

# WHY IS COLLABORATION IMPORTANT TO YOUR COMMUNITY?

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Section One – Why is Collaboration Important to Your Community?

## The Problem

Teen substance abuse is a significant health, social and criminal justice issue in virtually every community in America

This problem is too big for any sector to address alone.

A healthy, ongoing collaboration is most effective approach to teen substance abuse.

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Section One – Why is Collaboration Important to Your Community?

## Collaboration Gap

**Through PACT360 experience, we found a lack of communication and collaboration in many communities between law enforcement and other key stakeholders**

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Section One – Why is Collaboration Important to Your Community?

## Value of Community Collaboration

Enhances social service delivery by bridging the gap between communities and government agencies

Brings together different perspectives

Collaboration

Offers the opportunity to share / maximize scarce resources

Sends the message to the community that you care about what happens to them

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Section One – Why is Collaboration Important to Your Community?

## One Officer's Experience

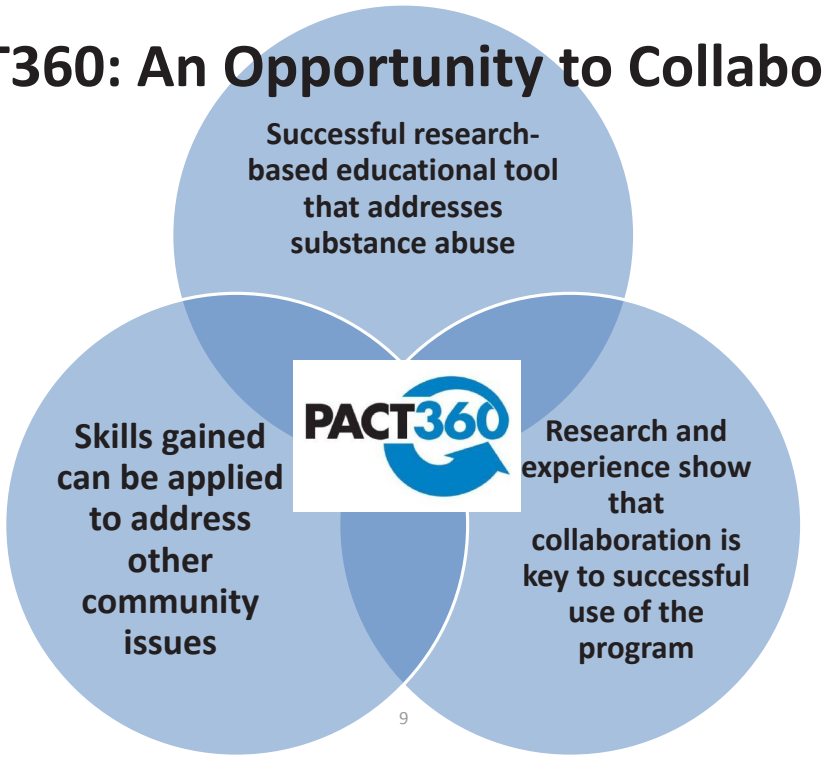
Sgt. Jim Cox, PACT360 Program Coordinator, Fairfax County (VA) Police Department

*"**Honestly, going in we thought we could do it better**. But then we realized that our training curriculum was designed for law enforcement officers only. PACT360 has aided our department in forming partnerships within the community we serve – and with our own government."*

AT DRUGFREE.ORG

Section One – Why is Collaboration Important to Your Community?

# PACT360: An Opportunity to Collaborate




9

Section Two

# WHAT IS COLLABORATION?

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10

Section Two – What is Collaboration?

# What is Collaboration?

Different people working together toward a common goal – in this program, preventing and reducing substance use among kids.

An opportunity for team members to contribute their expertise and strengths to achieve more than they could individually.

Building partnerships that allow you to address problems in depth and from multiple directions.

11

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Section Two – What is Collaboration?

# Key Elements of Effective Collaboration

| | | |
|---|---|---|
| Inclusion of stakeholders with vested interest in the outcome | Trusting relationships among partners | Shared vision and common goals |
| Expertise | Team strategies | Open communication |
| Motivated partners | Means to implement and sustain effort | Action plan |

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Section Three

# THE NEED FOR COLLABORATION

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Section Three – The Need for Collaboration

# The Need for Collaboration

**Target**

- In 2011, The Partnership surveyed more than 1,000 professionals working in law enforcement, prevention, treatment and education about community collaboration.

**Strategy**

- All groups believe that substance abuse prevention messages aimed directly at kids is the best prevention strategy, followed closely by targeting parents as the second most helpful.

**Results**

- Most feel a collaborative approach to addressing the issue would be the most effective.

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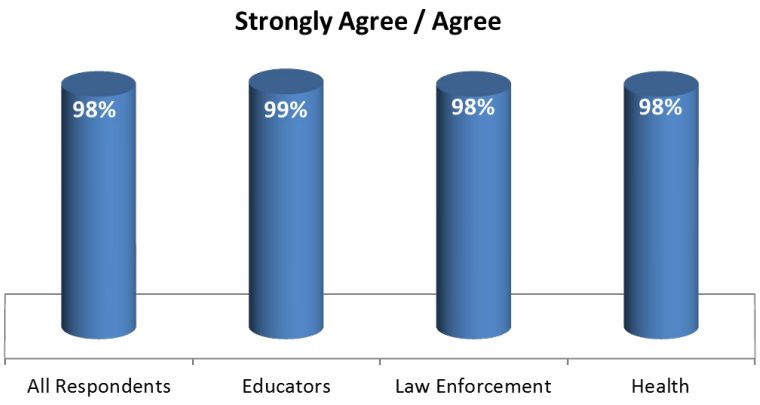
Section Three – The Need for Collaboration

# Attitudes Towards Collaboration

*A team approach to delivering substance abuse programs will have the biggest impact*

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Section Three – The Need for Collaboration

# The Need for Collaboration

**Despite existing stakeholder relationships, many feel that real collaboration is missing in their communities.**

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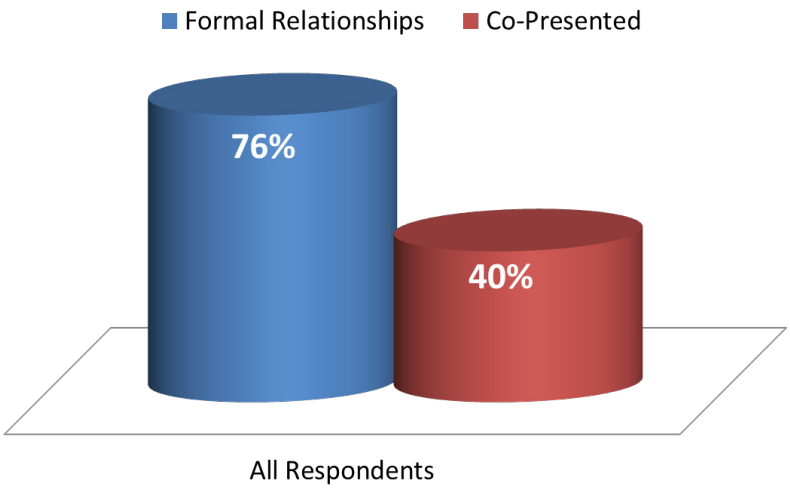
Section Three – The Need for Collaboration

# Need to Utilize Existing Relationships

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Section Three – The Need for Collaboration

# The Need for Collaboration

**There is also a need for increasing stakeholder self-confidence/ability to deliver prevention programs to teens and parents**

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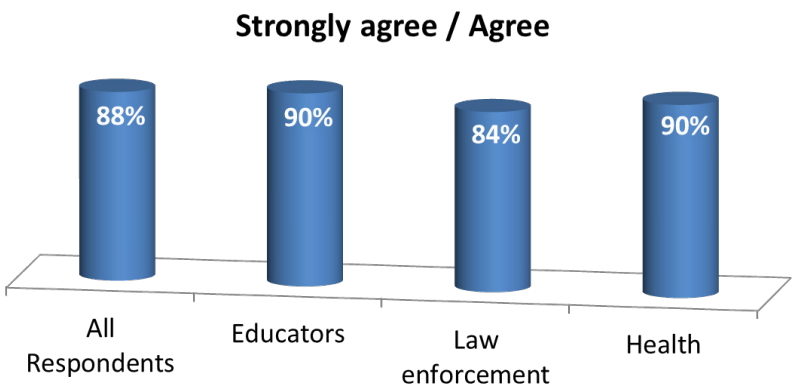
Section Three – The Need for Collaboration

# Training Needed

*"If I were trained properly, I would want to deliver substance abuse programs to parents and teens."*

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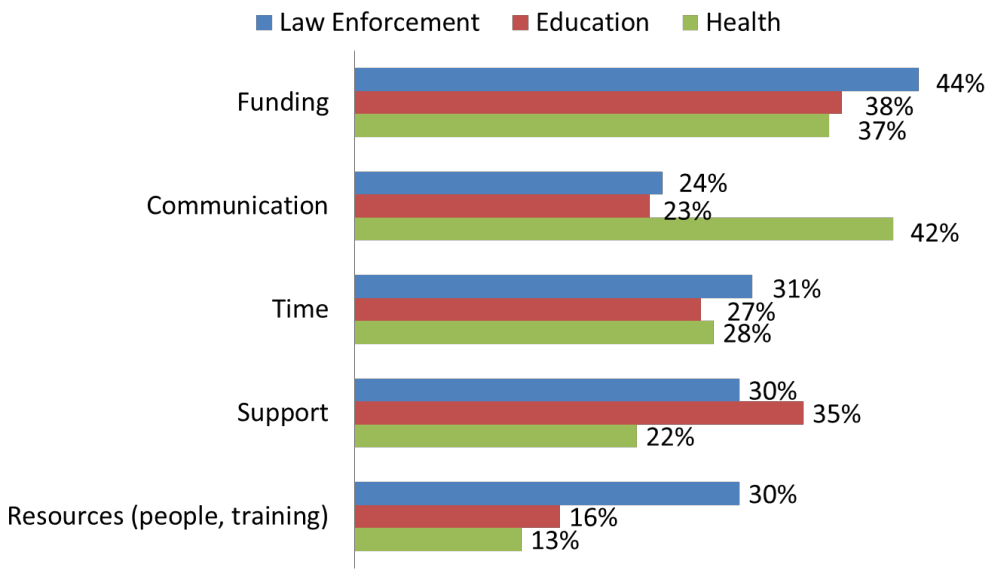
Section Three – The Need for Collaboration

# Barriers to Collaboration

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Section Three – The Need for Collaboration

# Summary of Benefits

- Accomplish what you cannot do on your own for the betterment of the community
- Gain public recognition and respect for your other ongoing projects
- Meet other community members
- Learn new skills
- Create awareness of a serious local issue
- Reach populations that you have not had an opportunity to reach
- Prevent duplication of individual or organizational efforts
- Create more opportunities for new projects/programs

Section Three – The Need for Collaboration

# Quotes from Respondents

*"I worked as a substance abuse prevention counselor for five years, before becoming a probation officer… Working with parents, teachers, and substance abuse professionals… I feel is the key to a successful program." (Probation Officer)*

*"Everyone needs to work together better… We have many great people in our community who could make a huge difference if they all worked together all the time." (Teacher)*

*"It takes a whole community to deliver substance abuse prevention programs and education to parents and teens and together we can make a difference in the lives of the residents of our community. No one agency can do this by themselves." (Prevention Professional)*

Section Four

# IDENTIFYING AND CREATING RELATIONSHIPS

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Section Four – Identifying and Creating Relationships

## Potential Partners

| | |
|---|---|
| Other law enforcement agencies | Probation / parole / pretrial services |
| Substance abuse professionals | Faith-based organizations |
| School administrators / school personnel | Healthcare professionals |
| Elected officials | Parents |
| Youth organizations | Kids themselves |
| Community-based organizations | |

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Section Four – Identifying and Creating Relationships

## Research Potential Allies

**Look at your initial list of potential partners and consider the following:**

- Which agencies are proactive about implementing programs?
- Do you already have existing relationships that can help you meet these goals?
- Who has programs in place, or has implemented them in the past?
- Based on past experience, who could actually make this happen?
- Reach out, invite, ask them to bring others

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Section Four – Identifying and Creating Relationships

## Setting and Managing Expectations

Ensure partners understand expectations and goals

When inviting partners, anticipate their expectations, and be clear about yours.

Questions for partners to consider:

- How large or small of a role do you want in this process?
- How do you envision your contribution?
- How can you integrate your contribution into this effort?

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Section Five

# HOW TO WORK AS A TEAM: GETTING STARTED

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Section Five – How to Work as a Team: Getting Started

# Set up a Planning Meeting

**Topics may include:**

- Who will take notes
- Introduce team members
- The expertise and goal of each person involved
- Discuss objectives
- The general vision statement for the initiative
- Overall scope of the collaboration
- Logistics

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Section Five – How to Work as a Team: Getting Started

# What do You Want to Achieve?

## The importance of an overall vision

- It lets collaborators know what they are signing up for.
- It makes you focus on the task at hand.
- It facilitates the discussion in a productive way.
- It guides your planning process.
- It can help you objectively evaluate the program effectiveness.
- It lets others know what you are hoping to achieve.

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Section Five – How to Work as a Team: Getting Started

# How to Work as a Team: Getting Started

## Getting started checklist

- Are there any barriers to you delivering programs and how can they be addressed?
- What has and hasn't worked in your community?
- What resources and collaborations do you currently have in your community that address substance abuse?
- Why would your community benefit from this collaboration or these programs?

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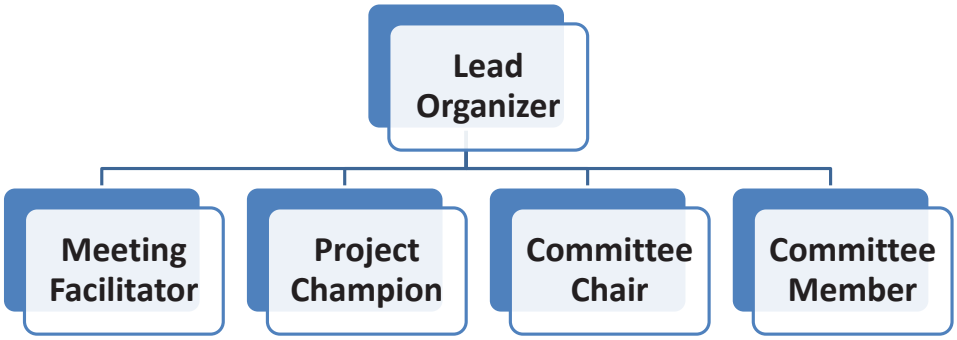
Section Five – How to Work as a Team: Getting Started

# Roles and Responsibilities

- *It will take many people in a variety of roles to achieve your mission. Some roles may include:*

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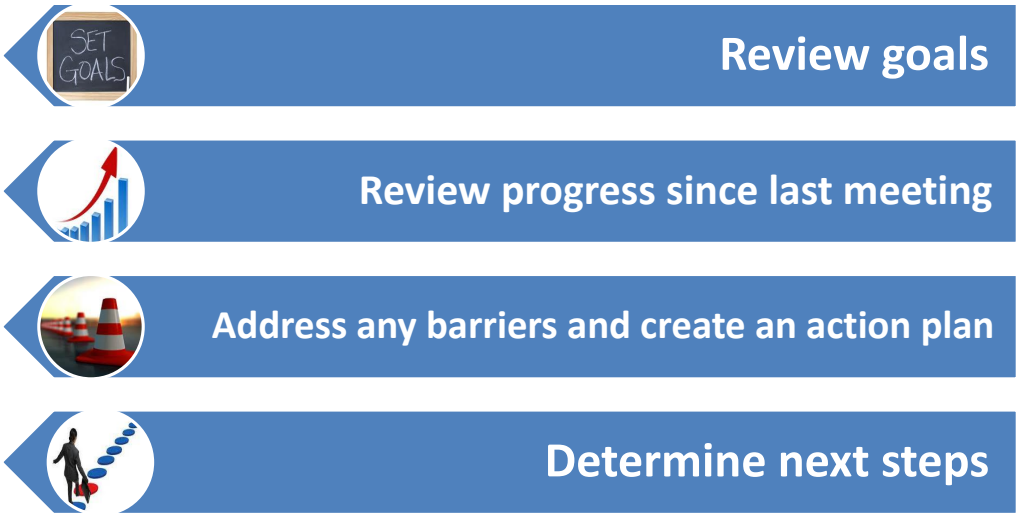
Section Five – How to Work as a Team: Getting Started

# At Each Meeting

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Section Five – How to Work as a Team: Getting Started

## Communication

| | |
|---|---|
| Speak clearly | • Avoid jargon or acronyms |
| Create a norm | • Establish and stick to regularly scheduled meetings or calls |
| Practice | • Listen and show respect, avoid prejudging, don't interrupt, ask clarifying questions |
| Be trustworthy | • Don't promise more than you can deliver |

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Section Six

## HOW TO WORK AS A TEAM: THE NUTS AND BOLTS OF PLANNING

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Section Six – How to Work As a Team: The Nuts and Bolts of Planning

# How to Work As a Team: The Nuts and Bolts of Planning

- Introductions, background, individual goals
- Review ground rules
- Refine your goals so everyone is in agreement
- Brainstorm ideas and themes

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Section Six – How to Work As a Team: The Nuts and Bolts of Planning

# Brainstorming 101

Identify the problem

Appoint a facilitator and note taker

Listen more than talk

Add value to others' ideas

Suspend judgment

Start phrases with "I wish…" or "We can…"

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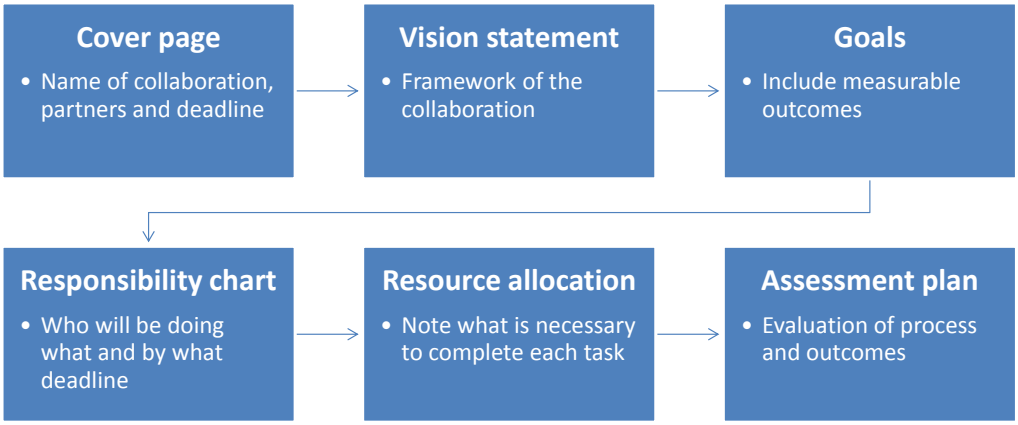
Section Six -- How to Work As a Team: The Nuts and Bolts of Planning

# Create an Action Plan

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# In Closing

- Why are we doing this?
  - For our kids
  - Drug abuse impacts everything
  - This approach can address other community issues

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# About Partnership for Drug-Free Kids

Partnership for Drug-Free Kids is dedicated to reducing teen substance abuse and helping families impacted by addiction. We develop public education campaigns that drive awareness of teen substance abuse and lead teen-targeted efforts that inspire young people to make positive decisions to stay healthy and avoid drugs and alcohol. On our website, drugfree.org, and through our toll-free helpline (1-855-DRUGFREE), we provide families with direct support and guidance to help them address teen substance abuse. Finally, we build healthy communities, advocating for great access to adolescent treatment and funding for youth prevention programs. As a national nonprofit, we depend on donations from individuals, corporations, foundations, and the public sector and are thankful to SAG-AFTRA and the advertising and media industries for their ongoing generosity.

More information is located in the "About" section at www.drugfree.org/about.

# About the COPS Office

**The Office of Community Oriented Policing Services (COPS Office)** is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territory, and tribal law enforcement agencies through information and grant resources.

Community policing is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

Rather than simply responding to crimes once they have been committed, community policing concentrates on preventing crime and eliminating the atmosphere of fear it creates. Earning the trust of the community and making those individuals stakeholders in their own safety enables law enforcement to better understand and address both the needs of the community and the factors that contribute to crime.

The COPS Office awards grants to state, local, territory, and tribal law enforcement agencies to hire and train community policing professionals, acquire and deploy cutting-edge crime fighting technologies, and develop and test innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders and all levels of law enforcement. The COPS Office has produced and compiled a broad range of information resources that can help law enforcement better address specific crime and operational issues, and help community leaders better understand how to work cooperatively with their law enforcement agency to reduce crime.

- Since 1994, the COPS Office has invested more than $14 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing.
- To date, the COPS Office has funded approximately 125,000 additional officers to more than 13,000 of the nation's 18,000 law enforcement agencies across the country in small and large jurisdictions alike.
- Nearly 700,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations.
- To date, the COPS Office has distributed more than 8.57 million topic-specific publications, training curricula, white papers, and resource CDs.

COPS Office resources, covering a wide breadth of community policing topics—from school and campus safety to gang violence—are available, at no cost, through its online Resource Center at www.cops.usdoj.gov. This easy-to-navigate website is also the grant application portal, providing access to online application forms.

The Community Partnerships manual has been designed to help law enforcement and other community stakeholders develop and sustain partnerships with organizations in their community to prevent substance abuse among young people. It aims to help these stakeholders understand the importance and benefits of collaboration, identify potential partners in their communities and create useful partnerships with them, learn to work as a team, and harness the expertise of each agency and person on that team. The manual was created in response to insights gained by the Partnership for Drug-Free Kids as they worked with various communities across the country. Through these trainings and on-the-ground work, the partnership found that when collaboration is facilitated to address substance abuse and other community issues, everyone in that community benefits.

COPS
Community Oriented Policing Services
U.S. Department of Justice

U.S. Department of Justice
Office of Community Oriented Policing Services
145 N Street NE
Washington, DC 20530

To obtain details about COPS Office programs, call the COPS Office Response Center at 800-421-6770.

Visit the COPS Office online at **www.cops.usdoj.gov**.

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For more information, call the Partnership for Drug-Free Kids national office at 212-922-1560.

Visit Partnership for Drug-Free Kids online at www.drugfree.org.

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